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ABSTRACT

A fifth grade unit presents the history of immigration to the United States from a legal perspective. The eight sections are suitable for a comprehensive unit but may also be used selectively. Section A contains teacher materials: a chronological chart tying immigration laws to historical and cultural events, an overview of immigration legislation, a series of circle graphs depicting U.S. immigration by region of origin, questions and answers about the citizenship process, a paragraph about photographer Lewis Hine, a vocabulary lesson, and a vocabulary list. Section B contains a lesson plan for examining the diverse national and cultural backgrounds of Americans. Section C is a lesson plan for exploring family roots through a personal history test, a family tree, and a family map. Section D contains seven lesson plans for studying immigration in the past. Cause and effect in immigration patterns, the immigration experience, and the impact of immigration are among the topics. Immigration today is the topic of Section E. Six lessons explore the citizenship and naturalization process, illegal aliens, and deportation. Five additional activities are provided in section F. Student tests and an answer key are contained in section G. The final section, section H, comprises a bibliography, including audio-visual materials; adult nonfiction; and student fictions and nonfiction. (LP)

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IMMIGRATION

LAW, CUSTOMS, HISTORY

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5th Grade Curriculum

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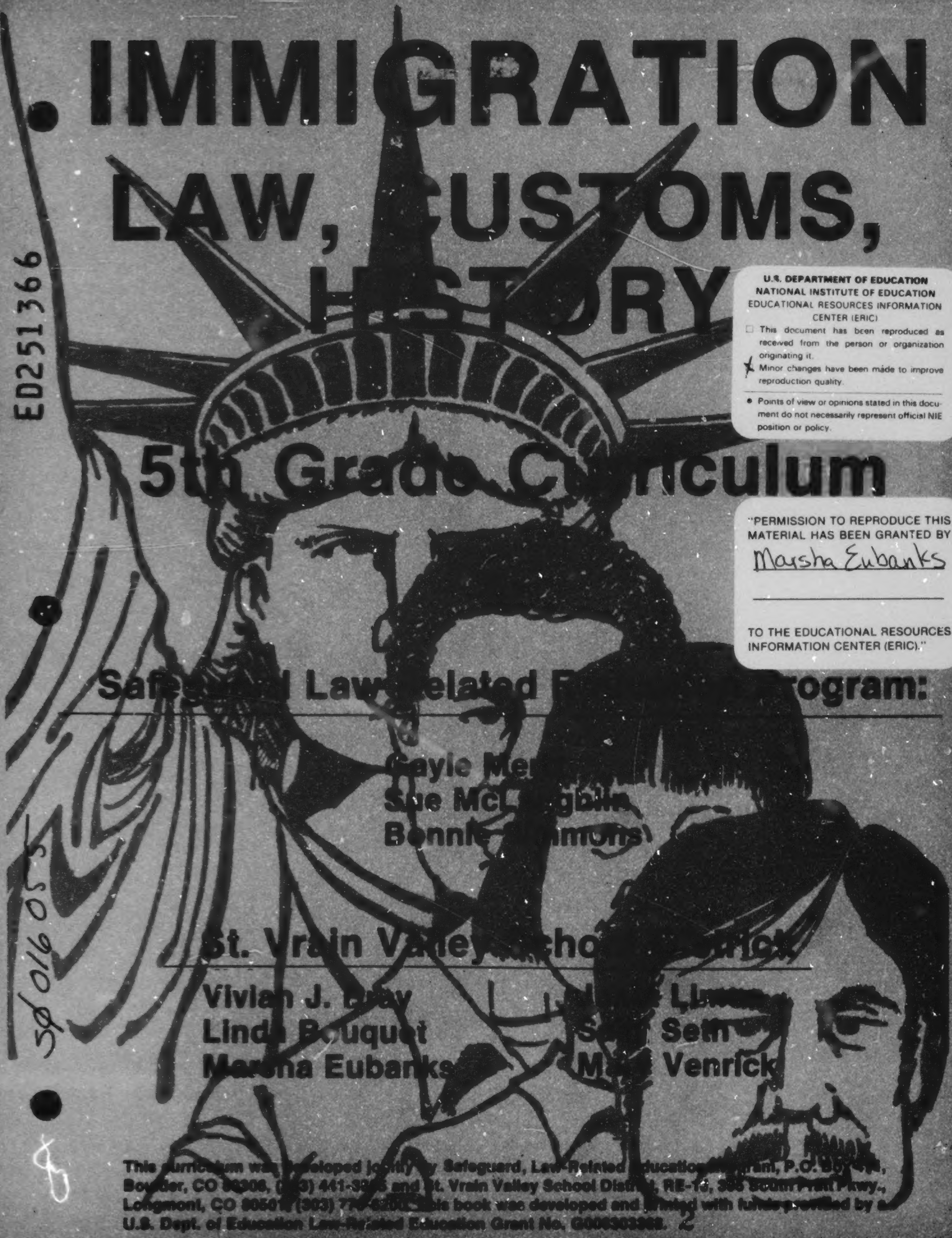

Safeguard Law-Related Education Program:

Gayle Mer[illegible]
Sue McL[illegible]gblin
Bonnie [illegible]mmons

St. Vrain Valley School District

Vivian J. [illegible]
Linda Bouquet
Marsha Eubanks

J[illegible] Li[illegible]
S[illegible] Seth
Ma[illegible] Venrick

SO 016 055

8

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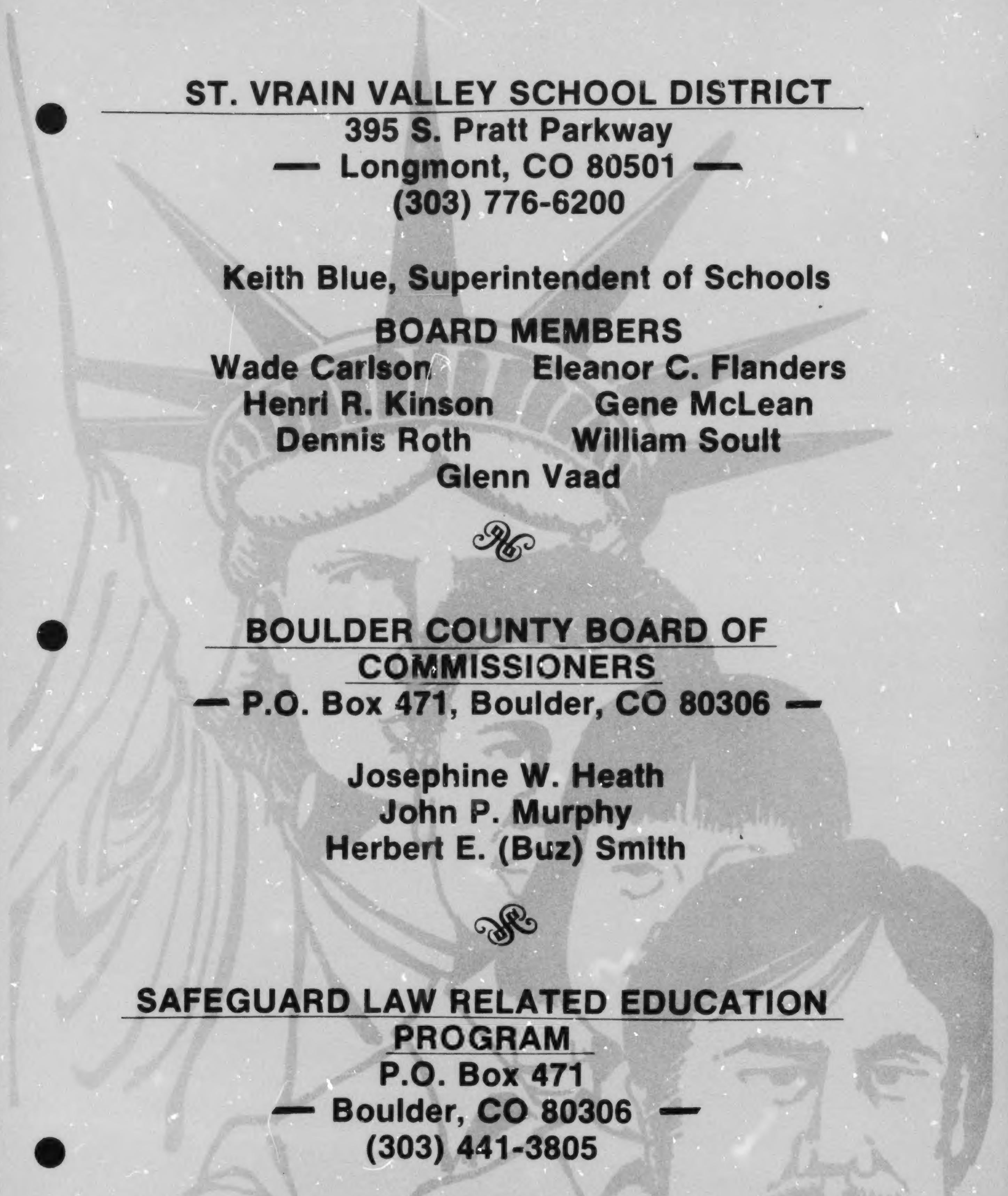

ST. VRAIN VALLEY SCHOOL DISTRICT

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— Longmont, CO 80501 —
(303) 776-6200

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SAFEGUARD LAW RELATED EDUCATION PROGRAM

P.O. Box 471
— Boulder, CO 80306 —
(303) 441-3805

Gayle Mertz, Director

SafeGUARD

Safeguard is a Boulder County law-related education program serving local schools and community. The goal of the program is to reach out to young children, as early as third grade, before patterns of disregard for the law are set.

Safeguard is designed to respond to special needs and interests of students and teachers; we are not limited to just the topics and materials listed in this guide. We welcome suggestions and requests on any law-related topic. We are continually up-dating our materials and acquiring audio-visual resources so new materials are available every year.

We supply not only the materials listed in this book but also schedule speakers from the community and the justice system.

All of our services and materials are provided without charge.

Call 441-3805 in Boulder or 772-8110, ext. 3805 in Longmont to schedule materials and resources.

ACKNOWLEDGEMENTS

Special thanks to the following people whose materials we adapted for use in parts of our unit:

The New Mexico Law-Related Education Project, State Bar of New Mexico.

Martha Dick, Boltz Jr. High School
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The above mentioned people are from the Poudre R-1 School District in Fort Collins, Colorado. They wrote an immigration unit entitled "Who's That Knocking At My Door?"

A group of fifth grade teachers for the St. Vrain School District chose the topic of Immigration for this special unit. We felt that the study of immigration would fit in with existing social studies curriculum, and hopefully, complement future curriculum as it changes. We also felt that most teachers had little access to information pertaining to laws that have, and will, affect this nation of immigrants, as well as the effect of immigration in our own community. In developing these materials, great effort was made to infuse many skill areas and include many subject areas. Research has shown that law-related education is most effective when it becomes integrated subject matter. We hope that the classroom teachers will find ample materials to suit the needs of their classes. The following materials may be used in their entirety or you may want to select individual lessons that are of particular interest to you. Lessons need not be used in the sequence that they appear in this manual.

We have tried to make these materials easy to use, up to date, fun for young people, and informative. The whole project was a joy to work on and quite a learning experience. We hope it will be the same for the user.

Marsha Eubanks

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient land, your storied pomp!" cries she
With silent lips. Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me:
I lift my lamp beside the golden door.

Emma Lazarus
"The New Colossus" 1883

"The conditions for entry of every alien, the particular classes of aliens that shall be denied entry altogether, the basis for determining such classification, the right to terminate hospitality to aliens, the grounds on which such determination shall be based, have been recognized as matters solely for the responsibility of the Congress and wholly outside the power of this Court to control. Courts do enforce the requirements imposed by Congress upon officials in administering immigration laws and the requirement of Due Process may entail certain procedural observances. But the underlying policies of what classes of aliens shall be allowed to stay, are for Congress to determine...."

Justice Felix Frankfurter
Supreme Court

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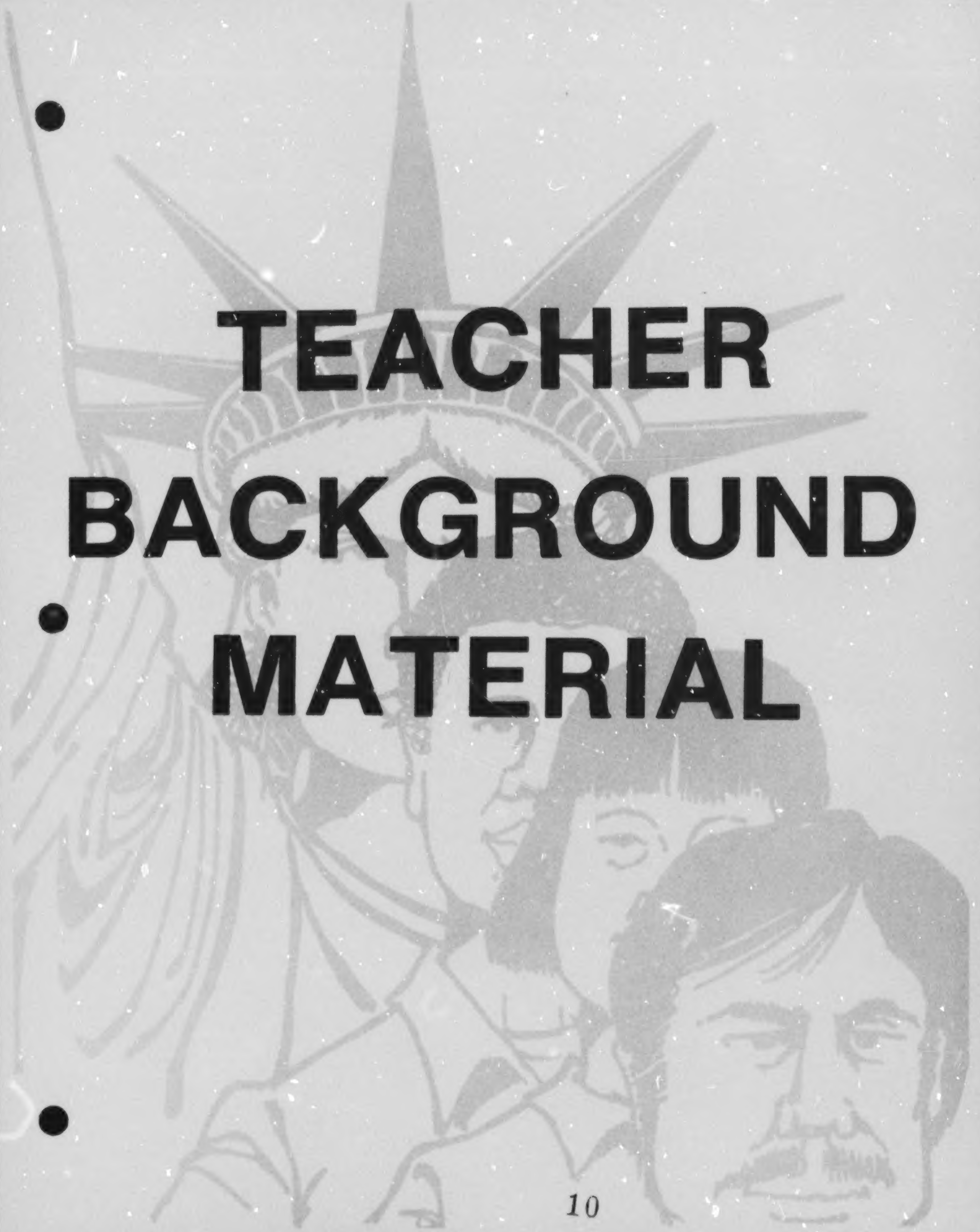


TEACHER BACKGROUND MATERIAL

Legal, Historical and Cultural Chronology

YEAR	LEGAL EVENT	HISTORICAL EVENT	CULTURAL EVENT
1789	"The Constitution shall have the power...to establish a uniform Rule of Naturalization."		
1791		Negro revolt in Santo Domingo: Ten to twenty thousand French exiles seek refuge along the Atlantic Seaboard.	
1793			Girondists and Jacobins flee the guillotine at the end of the French Revolution.
1795	Act passed to increase residency requirement to 5 years, and require a declaration of intent to be filed 3 years prior to naturalization		
1798	U.S. Alien and Sedition Acts authorize expulsion of aliens considered a threat to the U.S. Extends residency requirement to 14 years.		
1800		Unsuccessful Irish rebellion causes large emigration of rebels, along with artists, and farmers suffering from bad harvests and low prices.	

YEAR	LEGAL EVENT	HISTORICAL EVENT	CULTURAL EVENT
1807	Congress prohibits importation of Negro slaves to U.S.		
1812		War of 1812 halts U.S. immigration temporarily. End of war witnesses first great wave of immigration to U.S. 5 million between 1815 and 1860.	
1819	An act regulating passenger ships and vessels sets minimum requirements for space, food and water, and becomes the basis for immigrant data by requiring passenger manifests.		
1825		First wave of Norwegian immigration, mostly freeholders; in response to overpopulation and shrunken farms. Many follow.	
1830	Congress allots 640 acres of Illinois land to settle Polish refugees fleeing the Polish revolution.		
1846		Crop failures in Germany and Holland cause mortgage foreclosures and land sales. Thousands of dispossessed enter U.S.	
1846-60		Irish Potato Famine causes large-scale immigration of Irish.	
1848	Legal Act sets standards for ventilation, cooking facilities, food and water supplies, and sanitation on sailing ships.	German political refugees emigrate after the German Revolution fails. - The Treaty of Guadalupe of Hidalgo ends the war with Mexico. 75,000 settle in U.S.	

YEAR	LEGAL EVENT	HISTORICAL EVENT	CULTURAL EVENT
1855		Castle Garden opens in New York to process newly arrived immigrants.	
1860-1920		28,500,000 immigrants enter the U.S., doubling the population of 1850.	
1864	The Immigration Encouragement Act provides for a Presidential appointee as Commissioner of Immigrants to authorize labor contracts as a means of paying transportation costs to the U.S., and to disseminate information on U.S. climate and resources throughout Europe.		
1869			Belgian immigrant, Karel Vandepoele, introduces the first trolley in Detroit.
1875	First federal immigration law bars lunatics, idiots, convicts, and those likely to be welfare cases.		
1882	The Chinese Exclusion Act denies entry to Chinese laborers for 10 years, (renewed in 1892 and in 1904 extended indefinitely).		
1885	Foran Act prohibits importation of unskilled laborers, but not professionals, artists or domestics. Allowed immigrant residents to help immigration of relatives.		
1886		Statue of Liberty dedicated. Resistance to unrestricted immigration grows.	

YEAR	LEGAL EVENT	HISTORICAL EVENT	CULTURAL EVENT
1891	Congress adds health qualifications to immigration restrictions.		Pogroms in Russia cause large Jewish immigration to U.S.
1892		Ellis Island replaces Castle Garden as immigrant reception center.	
1894		Restriction League organizes drive to restrict immigration. Emphasizes distinction between "old" (Northern and Western Europe) and "new" (Southern and Eastern Europe) immigrants.	
1894-96		Massacre of Armenian Christians by Moslems cause emigration to U.S.	
1903	Immigration law denies entry to anarchists or people advocating the violent overthrow of the U.S. government.		
1905		Organized labor forms Japanese and Korean Exclusion League to protest the "coolie" threat to living standards of American workingmen.	
1907-08		Gentlemen's Agreement. Japanese Government discourages U.S. immigration by denying passports to laborers.	
1913	California legislature passes the Alien Land Law barring Japanese from owning agricultural land in the state as "aliens ineligible for citizenship."		

YEAR	LEGAL EVENT	HISTORICAL EVENT	CULTURAL EVENT
1914-18		World War I brings an end to the mass immigration to the U.S.	
1917	Immigration Act requiring literacy test for immigrants passes after being defeated and vetoed 4 separate times. The Act also provided for a "barred zone" excluding Indians, Siamese, and Indonesians.		
1919		The "Red Scare" causes thousands of alien radicals to be deported.	
1920's			Mexican political instabilities cause influx of Mexicans who take jobs unattractive to Anglos.
1921	Emergency Quota Act passed. Allows entry of 3% of the total of any given nationality residing in the U.S. in 1890 based on the 1910 census. Favors Northern and Western Europeans; immigration slumps.		
1924	National Origins Act reduces annual quota from 3% to 2% favoring English, Irish, German and Scandinavian immigrants. Discriminates against Italians, Austrians, Russians, Southern and Eastern Europeans. Excludes Japanese and exempts Canadians and Mexicans.		
1929	National Origins Act further reduces the number of immigrants to 150,000 based on the 1920 census.	Demand for immigration reduction follows Stock Market crash.	

YEAR	LEGAL EVENT	HISTORICAL EVENT	CULTURAL EVENT
1933		Hitler becomes German Chancellor. His anti-semitic policy causes refugees to flee Nazi Germany for the U.S. Barriers imposed by the quota system remain.	
1934	Philippine Independence Act restricts Filipino immigration to 50,000 annually.		
1939		World War II begins. Immigration ceases.	
1942	Japanese-Americans are evacuated to detention camps.	California agricultural labor force suffers.	
1942-47		Braceros Program between Mexico and America allows importation of Mexican labor for agricultural work. Many stay.	
1945-48		"Above-quota" allows entrance of alien spouses and children of citizen members of the armed forces.	
1945		Large-scale Puerto Rican immigration to New York begins.	
1946	War Brides Act allows foreign-born wives of American servicemen to enter the U.S.		
1948	Displaced Persons Act allowed 400,000 WW II refugees to enter the U.S. over 4 years.	The Braceros Program becomes contracts between grower and bracero. Low wages, poor working conditions begin for braceros.	
1952	McCarran-Walter Immigration & Nationality Act of 1952 tightens the quota system. A token quota is granted to the Asian-Pacific triangle.		

YEAR	LEGAL EVENT	HISTORICAL EVENT	CULTURAL EVENT
1950's		Almost 2,000,000 enter U.S. looking for work. Most pay taxes and Social Security, but return home without collecting benefits.	
1953-56		President Eisenhower invites 30,000 additional Hungarians to enter "on parole."	
1954		Ellis Island closed. Symbolically ends mass immigration.	
1955-59		Braceros Program provides ¼ of California work force.	
1959		Castro's Cuban Revolution succeeds. Refugees paroled into U.S.	
1960		1600 Cuban refugees enter Miami weekly. The number ultimately exceeds 600,000.	
1962		Special permission is granted to Hong Kong refugees for admission to U.S.	
1965	Immigration & Nationality Act of 1965 ends racial restrictions. Public Law 89-236 establishes a first-come, first-serve immigration policy for the U.S. and places a numerical limit of 120,000 Western Hemisphere immigrants annually (first limit on Western Hemisphere immigration), 170,000 annually in the Eastern Hemisphere, limited to 20,000 from a single country.		
1966	Cubans given right to seek "adjustment of status" allowing them to become immigrants and, ultimately, citizens.		

YEAR	LEGAL EVENT	HISTORICAL EVENT	CULTURAL EVENT
1970's			Mexicans outnumber Canadians legally entering U.S. for first time in history. Overpopulation and economic depression force thousands of Mexican entries into U.S. Justice Dept. estimates 1/3 remain permanently.
1972			Haitians leave economic privation, arriving by boat and causing American dilemma.
1975	Indo-Chinese Refugee Program reluctantly allows entrance to over 150,000 Vietnamese refugees at end of Vietnam War.		
1977		An additional 15,000 Vietnamese arrive in U.S.	
1978		Haitians granted 6 month parole "entrant status" pending Congressional approval of permanent residence status after 2 years. Estimates are 25,000-30,000 Haitians.	
1980	Refugee Act of 1980 stipulates the withdrawal of presidential power to grant "parole asylum status." Wholesale admission of refugees must have Congressional approval.	New wave of Cuban refugees embark for U.S. aboard so-called "Freedom Flotilla."	
1984	Simpson-Mazzoli Act seeks fines for employers of illegals; amnesty and permanent residence for illegals presently in the U.S.; and higher Mexican immigration quotas.		

AN OVERVIEW OF IMMIGRATION LAW

The Alien Act of June 25, 1798 was the first federal legislation allowing for expulsion of aliens who were judged to be dangerous to the United States. This law expired two years later, and from that time until 1875 there were no laws prohibiting immigration or permitting deportation of immigrants. In the 1830's, however, resentment of aliens was growing, directed primarily toward the many Irish Catholics who were emigrating to the U.S. Many restrictive bills were proposed, but none passed until The Act of March 3, 1875 which excluded criminals and prostitutes. In August, 1882, the law added lunatics, idiots, and people unable to take care of themselves. It also put a head tax of 50 cents on each person brought to the United States. Although the Burlingame Treaty of 1868 recognized the right of man to change his home and allegiance, and guaranteed to Chinese subjects such "privileges, immunities and exemptions in respect to travel and residence in the United States as might be enjoyed by any other immigrant," pressure from citizens grew until in 1882 the first of the Chinese Exclusion Acts was passed. This act suspended the immigration of Chinese laborers for ten years. It did not prohibit, however, Chinese teachers, students, merchants or tourists. The Exclusion Act was extended from time to time until in 1904 it was extended indefinitely.

By the end of the 1800's, immigration was reaching an all-time high, and the pressure for stricter regulations grew. People with contagious diseases, felons, persons convicted of crimes, and aliens assisted by others to come illegally were prohibited. By the Act of February, 1907, the head tax was raised to $4.00, and the list of excludables enlarged to include the feeble-minded, persons with any defect which might affect their ability to work, anyone with tuberculosis, and children without their parents. Authority was also given to deport an alien who had become a public charge from causes which existed before his entry to the United States. The Law of 1907 also excluded Japanese from coming to the U.S.

The Immigration Act of 1917 was even more stringent on new arrivals. Added to the inadmissable list were persons of "consitutional psycopathic inferiority," anyone entering for immoral purposes, alcoholics, stowaways, vagrants, and people who had had previous attacks of insanity. The harshest aspect of the law was the literacy requirement which banned anyone over 16 who couldn't read English. President Wilson vetoed the act, but it passed anyway. This law also barred most Asians by declaring peoples from parts of China, all of India, Burma, Siam, the Malay States, the Asian part of Russia, part of Arabia, part of

Afghanistan, most of the Polynesian Islands and the East Indian Islands inadmissible.

The turmoil and upheaval in Europe after WWI led to further demands for stricter immigration laws. This produced the First Quota Law of May 19, 1921, which heavily favored the Northern and Western Europeans by stating that 3% of any nationality was admissible based on the number of that nationality already living in the U.S. in 1910. In 1924 a permanent Immigration Quotas Act was passed, limiting the quota to 2% of any nationality residing in the United States in 1910. Until 1952 this law remained the basis for regulation of immigration, along with the following important amendments:

1. The "Registry Act"
   Allowed for a record to be kept on all entering aliens
2. The "Alien Registration Act" 1940
   Provided for registration and fingerprinting of all aliens.
3. The "Gigolo Act"
   Stated that any alien who had gained entry to the U.S. through marriage, and then had the marriage annulled retroactively to the date of the marriage would be deported.
4. The "Public Safety Act" of 1941
   Stated that visas could be denied to anyone if they were judged to be a threat to our national safety.
5. The "War Brides and Fiancees Act" of 1946
   Allowed brides and fiances entry despite quotas and other restrictions.
6. The "Displaced Persons Act" 1948
   Passed after WWII and gave priority visas to up to 415,744 people, providing they had jobs, housing and were not politically undesirable.
7. The "Internal Security Act" 1950
   Made it much easier to deport any alien suspected of being a subversive.

In 1952 the United States passed the Immigration and Nationality Act which is still, though heavily amended, the basic immigration law of the land. It drew together the multitude of immigration laws. Generally stated, the Act:

1. Made all races eligible for naturalization and eliminated race as a bar to immigration;
2. Eliminated discrimination between sexes with respect to immigration;

3. Introduced a system of selective imigration by giving a quota preference to skilled aliens whose services are urgently needed in the United States;
4. Placed a limit on the use of the governing country's quota by natives of colonies and dependent areas;
5. Provided an escape clause permitting the immigration of certain former voluntary members of proscribed organizations;
6. Broadened the grounds for exclusion and deportation of aliens;
7. Tightened criteria for the regulation of status of deportable aliens in the United States and added a provision for adjustment from non-immigrant status to that of permanent resident; and
8. Provided greater procedural safeguards to aliens subject to deportation.

President Truman vetoed this law because it failed to abolish the national origins quota, and the severity of exclusion and deportation. Congress overrode the veto.

Presidents from Truman to Kennedy asked Congress for major revisions of our immigration laws. Few of their recommendations were followed, but between 1962 and 1965 some changes were made--most of them minor and technical in nature.

In 1965 Congress passed the Act of October 3, 1965. Based on many of President Kennedy's proposals, and re-introduced by President Johnson, the bill provides primarily for:

1. Abolition of the national origins quota system after a transition period ending June 30, 1968;
2. abolition of the Asia-Pacific Triangle provisions;
3. use of quota numbers unused in the previous fiscal year as a "pool" of additional numbers, each year of the transition period, for preference applicants chargeable to oversubscribed quotas;
4. recasting of the preferences into seven categories, the percentage relatives of United States citizens and permanent resident aliens (74%);
5. a requirement that a person coming to work in the United States and not entitled to a preference as a relative of a United States citizen or resident alien obtain a certification from the Secretary of Labor that he will not displace nor adversely affect the wages and working conditions of workers in the same field in the United States;
6. inclusion of refugees as one of the preference categories;

7. an annual limitation of 170,000 on immigration by aliens in the preference and non-preference classifications, not to exceed 20,000 for natives of any single foreign state;
8. "immediate relative" status for parents of adult United States citizens;
9. an increase in dependent-area immigration to 1% of the 20,000 maximum allowable numbers available to the governing country, i.e. 200 annually;
10. the filing date of the petition determines the chronological order of preference applicants;
11. the requirement that applicants be considered in the order of their preference class;
12. the creation of a Select Commission on Western Hemisphere Immigration to study the economic, political, and demographic factors affecting immigration to the United States from other countries in this hemisphere;
13. prospectively, a ceiling of 120,000 on immigration from independent countries of the Western Hemisphere on and after July 1, 1968, unless legislation to the contrary were to be enacted before that date; and
14. the inclusion of all independent countries of the Western Hemisphere in "special immigrant" status.

There are many, however, who were not happy with this law either. The critics pointed out that since the 15th century, with the exception of the Native American Peoples, every United States citizen is either an immigrant, or a direct descendant of an immigrant. America was built by immigrants, but new arrivals to this country have been, and still are, greeted with fear and suspicion. Critics believe that our laws, including the Act of 1965, continue to reflect these emotions. They contend:

1. The quota of 120,000 for the Western Hemisphere as opposed to 170,000 for the Eastern Hemisphere was unfair, primarily to Mexicans.
2. We favor the skilled, and are biased against the poor and unskilled.
3. We are unfair in our deportation proceedings in that we tend to accept as a refugee anyone fleeing Communism, and suspect those fleeing non-Communist dictatorships.
4. There should be more protection under the law for those aliens who are deported.
5. That the fear of immigrants as an economic threat is a myth.

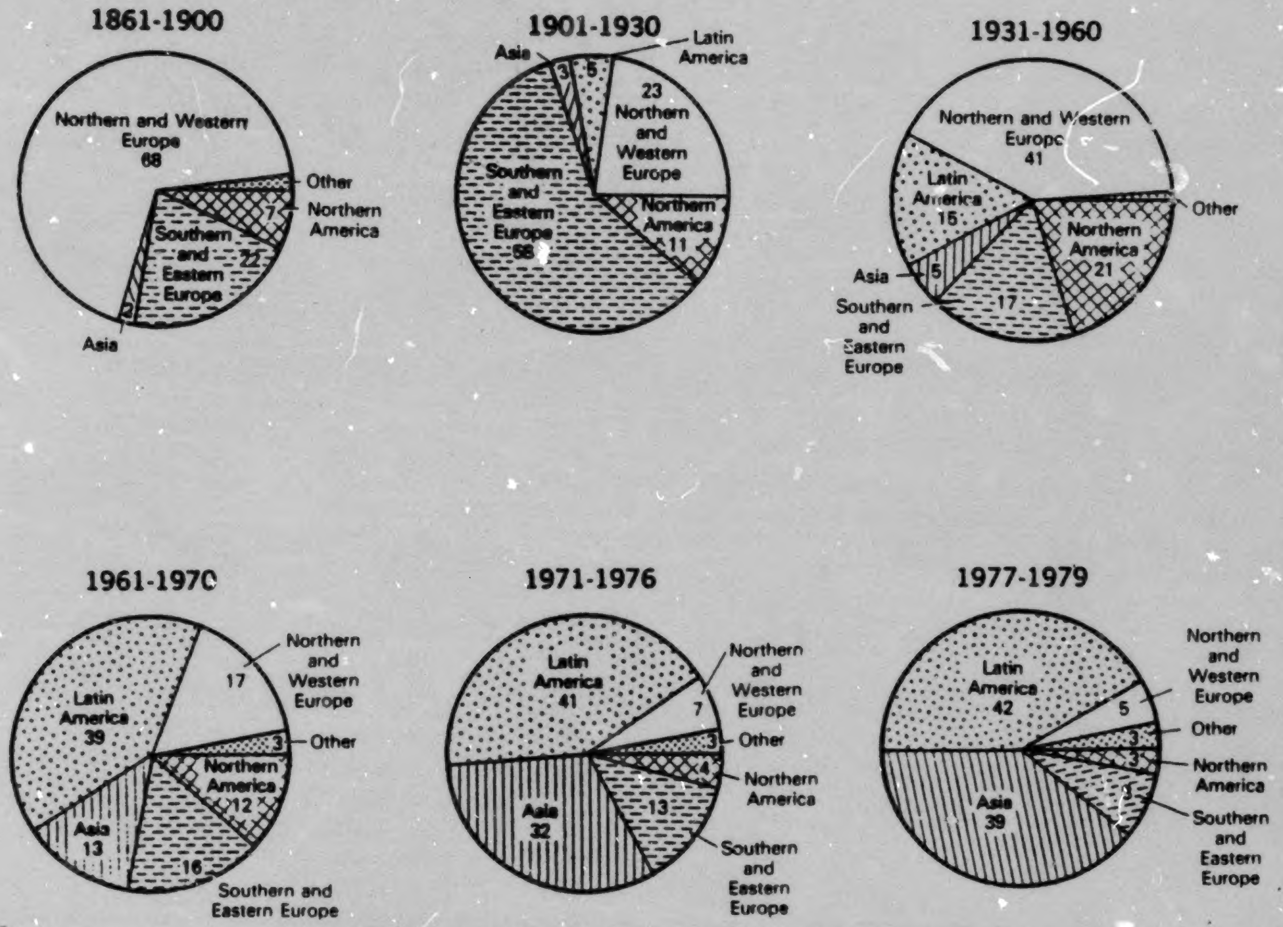
The most current immigration legislation, the Simpson-Mazolli Act, introduced in 1982, was passed by the Senate. The bill is now in conference with a board of senators and representatives trying to work out differences. It is not expected to get out of conference. The major features of this bill are:

1. It places an upper limit on the number of immigrants allowed in the country each year. The number has been set at 425,000 not counting refugees. This is approximately the current level. Mexico, now limited to 20,000 immigrants, could send 40,000 or possibly as many as 60,000.
2. Fines of up to $2,000 could be given to employers of illegal aliens. Employers who repeatedly hire undocumented immigrants could go to jail for 6 months.
3. A national identification system would be set up for all aliens looking for jobs in the United States.
4. Amnesty and permanent resident status would be offered to millions of illegal aliens already living in the United States. Aliens who accepted the offer would be ineligible for food stamps, medicaid and other federal benefits for at least three years.
5. It would provide a program to permit "temporary guest workers" to come into an area hit by a worker shortage. This is primarily to provide farm workers at harvest time.
6. It would require that newly hired persons certify on a government form - under penalty of perjury - that they are either U.S. citizens or aliens with legal status.

Some lawmakers feel that the Simpson-Mazolli Act is too permissive while others feel that it is too harsh. Some persons feel that the bill might cause employers to view many Hispanic job applicants as illegal aliens and thus refuse to hire them.

(Some of the materials used with permission of the New Mexico Law-related Education Project, State Bar of New Mexico, Albuquerque.)

Legal Immigrants Admitted to the United States by Region of Birth



Source: Leon F. Bouvier, Immigration and Its Impact on U.S. Society.

QUESTIONS & ANSWERS ABOUT THE CITIZENSHIP PROCESS

1. What is the amount of time from application to final hearing?

   It takes about 12-14 months to process the application. The petition is then filed and it takes another 30-60 days to schedule the final hearing. It can take as little as 13 months or as long as 16 months to complete the process.

2. What type of visas apply for the legal resident status?

   There are two types of visas, immigrant and non-immigrant. Within these two categories there are sub-categories designated by a letter. For example, a fiance entering the U.S. in order to marry a citizen would have an immigrant visa designated by a "K", a student would have a non-immigrant "F" visa. In answer to the question, an immigrant visa would be issued for legal resident status.

3. How long does it take to get a visa?

   It varies from country to country, but a good guess would be 90 days. Influencing factors in getting a visa include who is applying, why they want to come, whether the alien is sponsored, and whether the sponsoring party or the alien is applying and where the application for a visa is filed (in the U.S. or the alien's country).

4. How long do you have to wait to apply for application for citizenship?

   A person may apply for citizenship when he is one month short of the required residency period. For a person entering the U.S. for the purpose of marrying a citizen the period is 2 years, 11 months from the date of the marriage; a regular applicant needs to reside in the U.S. for 4 years, 11 months before filing an application. In all cases the final year of U.S. residency must be in the state where the alien is applying for citizenship.

5. For what length of time are student visas issued, and what restrictions apply?

   Student visas are issued for the length of time a student is attending a university full time. They are also issued to the student's dependents if they are coming to the U.S. with him or meeting him. An alien on a student visa may not work and must produce evidence of adequate support to sustain him while attending school. If at any time the student needs to work, he must get special approval, may not work more than half-time, and must maintain full time attendance at school. Also, he must show that the need to work was of a sudden, unforeseen nature. His dependents may never work in this country.

6. Do ministers coming to the U.S. need to complete immigration procedures?

Religious ministers entering the U.S. do complete regular immigration procedures. In addition, if they are applying for resident status, they must show there is a need for them in the community they plan to reside and preach in.

Foreign ministers (diplomats) have special non-immigrant visas designated A-1. Supposedly the application time is the same.

7. What are the different types of visas?

a. Non-immigrant visas are issued for a temporary period of 6 months with an additional 6 month extension if requested. The exception is for an alien who is entering the U.S. expressly for the purpose of marrying a U.S. citizen in which case the visa is good for 90 days only (no extensions).

b. Immigrant visas are issued on a permanent basis. No extensions are necessary. Aliens holding immigrant visas enjoy all benefits of U.S. citizens except the right to vote.

c. Permanent visas are the same as immigrant visas. An alien on a permanent visa may:
- apply for citizenship after 5 years of residency.
- apply for citizenship after 3 years of residency if married to a U.S. citizen.
- An alien on a permanent visa will lose such visa if he is gone from the U.S. for one year.

34

"A Conscience With a Camera" - Lewis Hine

Many of the photographs of immigrants which you have seen in books about immigration and immigrants were taken by Lewis Hine. After he received a degree from New York University in 1905 he became interested in photography. He was particularly interested in the potential of the camera for recording social conditions and making them known to a wide audience. He made an extensive photographic study of immigrants arriving at Ellis Island and of their subsequent lives in the tenements and sweatshops of New York. In 1907 he began his campaign for child labor laws by working for the National Child Labor Committee. He traveled widely to factories, mills, and mines where children worked long hours under deplorable conditions. His stark, eloquent pictures of such children, coupled with their own comments, repeatedly shocked the nation. In 1909 he joined the staff of a magazine later to be known as Survey, as a photographer. His photographs were acknowledged at the time to be immensely powerful as reform propaganda; later they came to be valued as social history and admired as masterpieces of photographic art. In his later life he made a remarkable study of the daily progress in the construction of the Empire State Building. In 1932 he published a collection of photographs as Men at Work with material collected from his work as an industrial photographer.

TOPIC: VOCABULARY

OBJECTIVE: Students will be able to define, and use correctly, the words on the student vocabulary list.

⇨ For your convenience we have put all of the student worksheets on white paper. Beige paper is meant for Teacher Background and Lesson Plans. You may want to use some of the Teacher Background material with your more advanced students.

Arrows indicate special notes that the teacher may find helpful.

MATERIALS: VOCABULARY LIST p. 21, IMMIGRATION DICTIONARY COVER (heavy piece of 8 1/2" x 11" paper folded in half), 4 sheets of 8 1/2" x 11" paper (folded in half and stapled inside the dictionary cover), MATCHING ACTIVITY p. 23, Optional: graph paper, 3 x 5 cards.

PROCEDURE:

1. Hand out the VOCABULARY LIST to the students. Discuss each word and its meaning.
2. Have students alphabetize the words and write them in their dictionary.
3. The following activities may be done using the vocabulary words:

a. Word Search -

(1) Using the graph paper, the students should put in the letters of the vocabulary words across, down, or at an angle L to R.
(2) Then they should fill in all blank spaces with any other letters.
(3) The word bank should be listed at the bottom of the paper.
(4) Have students exchange their word search with other students and find the hidden words.

b. Matching Game -

(1) Using the 3 x 5 cards, write the vocabulary words on them and put 5-10 points on the back of each card. Write the definitions for the words on a matching number of cards.
(2) Divide the class into teams and give each team a set of

(1) Using the 3 x 5 cards, write the vocabulary words on them and put 5-10 points on the back of each card. Write the definitions for the words on a matching number of cards.

(2) Divide the class into teams and give each team a set of vocabulary cards.

(3) Then give each team 10-15 minutes to match the words with the definitions.

(4) After the teams have finished, give the correct definition for each word. Each team should get the designated number of points for a correct definition. The team with the highest number of points wins.

c. Matching Activity - Use this as an additional activity or to evaluate students after they have worked with the vocabulary words.

4. Vocabulary words have been underlined in the text of the unit so they may be reviewed as activities are done.

Vocabulary List

immigrate	when a person settles permanently in one country after leaving another.
immigrant	a person who has come into the country to settle permanently.
emigrant	a person who moves out of a country to settle in another country.
emigrate	to leave one's homeland and settle in another country.
alien	a person who is not a citizen of the country in which he/she lives.
citizen	a person who by birth or choice is a member of a state or nation.
visa	an official signature on a passport, giving permission for a person to be in that country.
passport	papers or book giving official permission to travel or stay in another country.
green card	a time-limited work card.
refugee	a person who flees for refuge or safety to a foreign country because of being treated badly in his/her own country.
migrant	a person who moves from place to place to find work.
naturalization	process by which a person becomes a citizen of a country other than that of his/her birth.
petitioner/sponsor	a person or organization who is responsible for an immigrant.
beneficiary	the alien applying for citizenship.
non-immigrant	a person who is in the country temporarily, such as a government official, visitor or academic student.
illegal/undocumented alien	a person who is in a country illegally and is without papers required by the government.
manifest	detailed list of goods that are being transported.

passage	a sum of money paid for a voyage.
steerage	the part of a ship which carries the passengers paying the lowest passage.
tenement	crowded, low-rent housing, usually below standard.
ethnic	having to do with the various races of people and the characteristics and customs of each.
trachoma	a contagious disease of the eye.
sweatshop	a small manufacturing operation, usually found in one room of a tenement, where working hours are long and pay is low.
"sweater"	the foreman of a sweatshop.
bracero	a Mexican agricultural worker.
union	a combining of workers for a common purpose.
quota	the most number of people that may be admitted to a country.
apprentice	person learning a job from a skilled worker.
controversy	a question about which differences of opinion exist.
depression	a long period of inactivity in business and trade, with much unemployment.
textile mill	a factory where materials like wool and cotton are woven into cloth.
discrimination	unfair treatment, especially because of a dislike of people of other races, ethnic background, or religion.
assimilate	become like the people of a nation in customs and viewpoint.
persecution	bad treatment, especially because of religious or political beliefs.
natavists	people who strongly favor longtime inhabitants of the United States over those who are recent or possible immigrants.

Matching Activity

DIRECTIONS:

Match the definitions with the words at the top. Write the correct letter in the space.

_____ steerage
_____ quota
_____ immigrant
_____ alien
_____ citizen
_____ visa
_____ passport
_____ ethnic
_____ migrate
_____ tenement

_____ passage
_____ refugee
_____ migrant
_____ green card
_____ naturalization
_____ petitioner/sponsor
_____ beneficiary
_____ emigrant
_____ discrimination
_____ sweatshop

a. any person who comes to another country to live
b. process by which a person acquires citizenship
c. a person who flees for safety to another country
d. to travel from one region of a country to another
e. a person who moves from place to place to find work
f. time-limited work cards
g. having to do with the various races of people and the characteristics and customs of each.
h. alien applying for citizenship.
i. papers or books giving official permission (to travel outside of one's homeland)
j. a person who by birth or choice is a member of a state or nation
k. a person or organization which is responsible for an immigrant.
l. the most number of people that may be admitted to a country
m. a person who moves out of a country to settle in another country.
n. an official signature or endorsement in a passport allowing travel from the host country.

p. a person who is not a citizen of the country in which he lives.
q. to give unfair treatment, especially because of a dislike of people of other races, elthnic background or religion.
r. a sum of money paid for a voyage.
s. the part of a ship which carries the passengers paying the lowest passage.
t. a small manufacturing operation, usually found in one room of a tenement, where working hours are long and pay is low.
u. crowded, low-rent housing, usually below standard.

WHO ARE AMERICANS?

TOPIC: WHO ARE AMERICANS?

OBJECTIVE: Students will recognize the diversity of nationalities and cultures of "Americans"

MATERIALS: "WHO ARE AMERICANS?" p. 29, and SLIDE SET*, WHAT IS AN AMERICAN LIKE? p. 31.

PROCEDURE:

1. Give students the WHO ARE AMERICANS? handout p. 29. Explain that they will be seeing slides of many different people. They are to decide if the person in the slide is an American or a person from another country. Then they are to briefly explain why they made that choice - person's clothing, surroundings, skin color, etc.
2. Show the slides, giving students enough time to complete their answers.
3. After the slide presentation, discuss with the students their answers and why they answered that way.
4. At the end of the discussion, disclose that all of the pictures were of Americans. Then ask the students what they should have learned from the slide presentation. (America is composed of many nationalities and cultures.) Explain that in the remainder of the immigration unit they will come to understand how and why these various nationalities and cultures came to be a part of our American society.
5. As an additional activity use WHAT IS AN AMERICAN LIKE?
   a. Distribute the material on p. 31. Students circle the words they think describe an "American."
   b. After giving students time to complete the activity, discuss the following:
      - What words would you add to the list?
      - Which words did you find easy to circle? Why?
      - What words did you hesitate to circle? Why? (Teachers may wish to record answers on the board to see if students chose the same words or had many different responses.)

---

*Available from SAFEGUARD at 441-3805 or the DIMC.

Who Are Americans?

Directions: You are going to be viewing some slides. For each slide you must decide if the person you are viewing is an American or a person from another country. When you have determined what country the person is from, mark an X in the appropriate space and briefly tell what influenced your decision.

Slide #	American	Other country	Why did you make that choice?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Slide #	American	Other country	Why did you make that choice?
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

What Is An American Like?

DIRECTIONS: Circle the words in the list below that would be used to describe an "American."

lazy
attractive
primitive
poor
prejudiced
democratic
patriotic
ordinary
perfect
unfair
rude
crowded
reads a lot
old
dependent
humanitarian
athletic
bearded
creative
smart

religious
modern
wealthy
non-white
violent
united
tolerant
sad
fair
in-a-hurry
lonely
reliable
young
stable
apathetic
blue-eyed
drug culture
blond
tall
shy

industrialized
happy
white
aggressive
illiterate
cultured
unfriendly
warlike
organized
single
enslaved
lovable
flexible
daring
well-dressed
overweight
muscular
strong
uneducated
young

hard-working
slender
farmers
educated
musical
healthy
peaceful
materialistic
married
free
sloppy
angry
spiritual
pushy
independent
tanned
wishy-washy
dishonest
fun
silly

ROOTS

TOPIC: ROOTS

OBJECTIVE: Students will learn about the history of their own families.

MATERIALS: A PERSONAL HISTORY TEST p. 37, YOUR FAMILY TREE p. 39, A FAMILY MAP* p. 40.

PROCEDURE:

1. Hand out copies of A PERSONAL HISTORY TEST and YOUR FAMILY TREE for students to fill out. Give them 3 - 5 days to complete the forms.
   Tell children that if they do not live with their natural mother or father, and find it easier to gather information about the adults that they do live with, to fill in the information about those people.
2. When the forms are completed, students share their information in a 5-10 minute oral report to the class.
3. Using the forms from #1 above, have students do A FAMILY MAP activity by following the directions printed on the map.
4. Using a large world map, teachers can use colored pushpins or tape to symbolize where students were born, or where their ancestors came from.

---

* 17" x 22" maps are available through the SAFEGUARD office. Call 441-3805 to order them.

A Personal History Test

1. What is your Dad's first, middle and last name?

2. Where was he born?

3. What is your Mom's maiden name?

4. Where was she born?

5. Grandparents names: Born Country/State Occupation

Father's mom ______________________________

Father's dad ______________________________

Mother's mom ______________________________

Mother's dad ______________________________

6. What country did the last generation "old country" of your dad's family come from?

7. What country did the last generation "old country" of your mother's family come from?.

8. What special "old country" customs or traditions does your family still observe?

9. Where did your ancestors first land when they came to America?

10. In what cities and states has your dad's family lived?

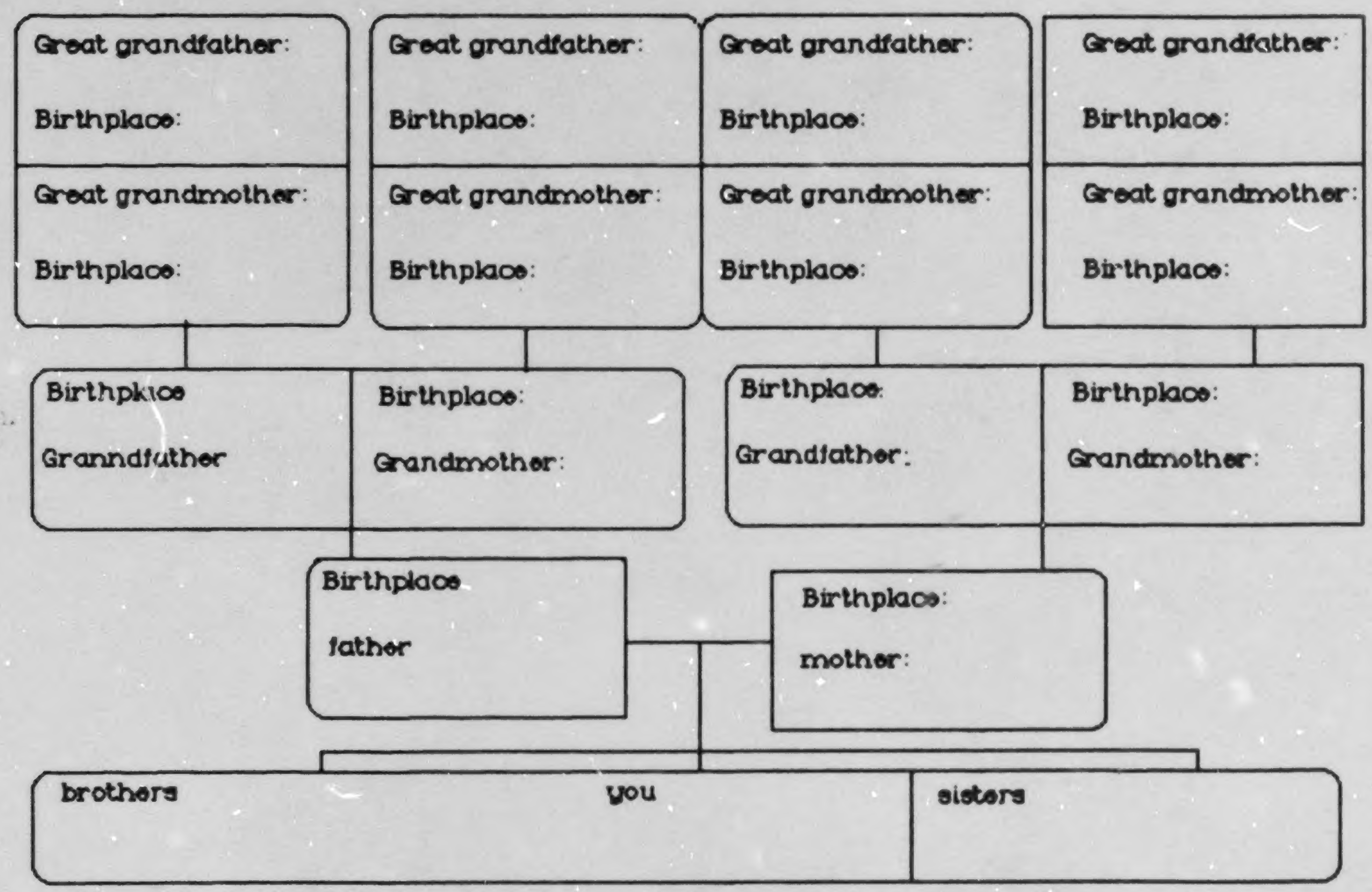
11. In what cities and states has your mom's family lived?

12. Where have YOU lived other than your present town in Colorado?

13. Why does our town happen to be where it is? (Use the rest of this page for your answer.)

Your Family Tree

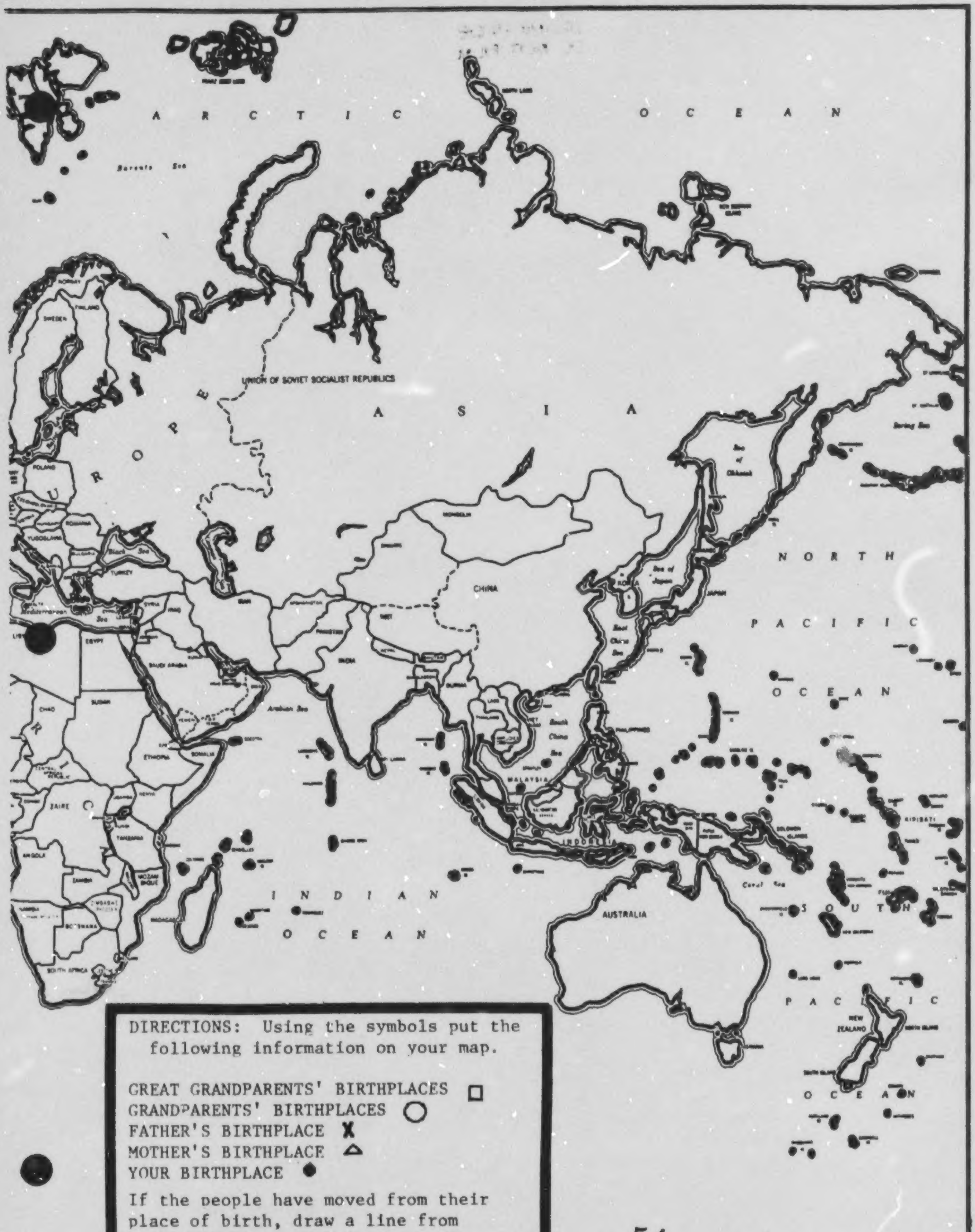
Ask your parents to help you make your family tree. Be sure to include your ancestors' birthplaces!


Great grandfather:
Birthplace:
Great grandmother:
Birthplace:
Great grandfather:
Birthplace:
Great grandmother:
Birthplace:
Great grandfather:
Birthplace:
Great grandmother:
Birthplace:
Great grandfather:
Birthplace:
Great grandmother:
Birthplace:
Birthplace
Granndfather
Birthplace:
Grandmother:
Birthplace:
Grandfather:
Birthplace:
Grandmother:
Birthplace
father
Birthplace:
mother:
brothers
you
sisters

Additional Activity: Construct a family tree like the one above. Go back to your first ancestor foreign born

ARCTIC OCEAN
Baffin Bay
CANADA
Great Bear Lake
Great Slave Lake
Hudson Bay
Gulf of Alaska
NORTH AMERICA
UNITED STATES
Great Lakes
NORTH PACIFIC OCEAN
NORTH ATLANTIC OCEAN
MEXICO
Gulf of Mexico
Caribbean Sea
GUATEMALA
NICARAGUA
VENEZUELA
COLOMBIA
ECUADOR
PERU
BRAZIL
BOLIVIA
SOUTH AMERICA
CHILE
PARAGUAY
ARGENTINA
URUGUAY
SOUTH PACIFIC OCEAN
SOUTH ATLANTIC OCEAN
ANTARCTIC OCEAN
ICELAND
North Sea
FRANCE
SPAIN
ITALY
MOROCCO
ALGERIA
MAURITANIA
MALI
Scale of Miles
Scale of Kilometers
COPYRIGHT
AMERICAN MAP CORPORATION

A Family Map


ARCTIC OCEAN
Barents Sea
EUROPE
ASIA
UNION OF SOVIET SOCIALIST REPUBLICS
NORWAY
SWEDEN
FINLAND
POLAND
ROMANIA
YUGOSLAVIA
BULGARIA
TURKEY
Black Sea
Mediterranean Sea
SYRIA
IRAQ
IRAN
EGYPT
SAUDI ARABIA
MONGOLIA
CHINA
TIBET
INDIA
PAKISTAN
NEPAL
BURMA
LAOS
KOREA
JAPAN
Sea of Japan
Sea of Okhotsk
East China Sea
South China Sea
MALAYSIA
INDONESIA
SUDAN
CHAD
ETHIOPIA
SOMALIA
KENYA
ZAIRE
TANZANIA
ANGOLA
ZAMBIA
MOZAMBIQUE
MADAGASCAR
BOTSWANA
SOUTH AFRICA
Arabian Sea
Bering Sea
NORTH PACIFIC OCEAN
INDIAN OCEAN
AUSTRALIA
Coral Sea
SOUTH PACIFIC OCEAN
NEW ZEALAND
KIRIBATI

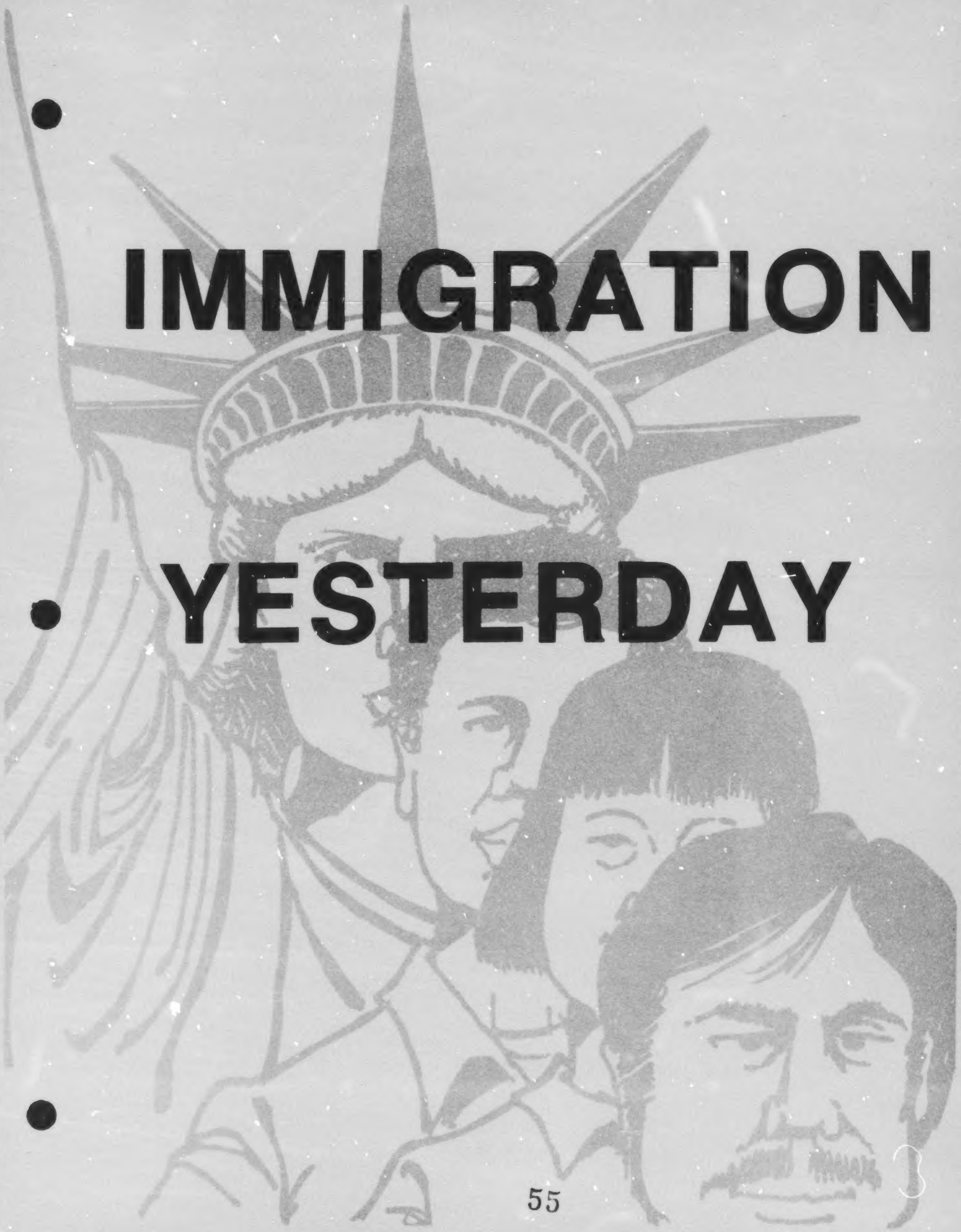
DIRECTIONS: Using the symbols put the following information on your map.

GREAT GRANDPARENTS' BIRTHPLACES □
GRANDPARENTS' BIRTHPLACES ○
FATHER'S BIRTHPLACE X
MOTHER'S BIRTHPLACE △
YOUR BIRTHPLACE ●

If the people have moved from their place of birth, draw a line from the birthplace to where they live now, or the last place they lived.

IMMIGRATION

YESTERDAY



TOPIC: CAUSE AND EFFECT

OBJECTIVE: Students will be able to recognize that when something important happens in one part of the world, it may contribute to important events somewhere else.

MATERIALS: CAUSE AND EFFECT p. 47, TIMELINE* p. 49.

PROCEDURE:

1. Hand out the two pages entitled CAUSE AND EFFECT and TIMELINE.
2. Have students read aloud the paragraphs on the top of the page. Then have them complete the questions.
3. After students have finished the activity, discuss the answers as given on the teachers' page.

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*Larger copies of the TIMELINE are available through SAFEGUARD. Call 441-3805 to order them.

Cause and Effect -ANSWER SHEET

Section I. Study the two timelines on the other blank sheet. Complete these statements by filling in the blanks.

a. One timeline shows events in the United States.
the other shows events in the world.
b. Both timelines represent the years from 1830 to 1980's.
c. A revolution occurred in Germany in 1848.
d. Between 1840 and 1860, people came to the United States from Ireland and Germany.

Section II. How did the events on one timeline affect events shown on the other? To complete each statement below, circle the letter of each answer you choose.

a. Crop failures in ____________ between 1860 and 1870 led people to settle in the Western United States.
(1) Germany (2) Sweden (3) Italy

b. As a result of a potato famine in 1846 ____________
(1) Chinese settled on the U.S. Pacific Coast.
(2) there was a drought in Italy.
(3) Irish arrived in the U.S. in large numbers.

Section III. What conclusions can you draw? On the TIMELINE draw an arrow from each event in Europe to its effect in the United States. Then answer the questions below.

(a) People came into the U.S. between 1890 and 1910 because of which three parallel events in Europe.
(1) Persecution of Jews in Russia.
(2) Poverty in Italy, Greece, Eastern Europe
(3) Drought in Italy.

(b) Why did immigration cease in 1939?
World War II began.

(c) From what countries did the U.S. receive immigrants after 1950?
Hungary, Cuba, Vietnam, Cambodia, Laos, Haiti, El Salvador, Nicaragua.

Cause and Effect

There are often events which happen which cause other events to take place. For example, if one of your parents gets a raise at work, it may lead to a new bicycle or other things for you, or if there is a heavy snowstorm, the schools may be closed and you would have a vacation day. The same thing may be true of historical or current events. When something important happens in one part of the world, it may contribute to important events somewhere else. This is called "Cause and Effect." In the following activity we will see how important events in Europe caused people to emigrate to the United States.

Section I. Study the two timelines on the other blank sheet. Complete these statements by filling in the blanks.

a. One timeline shows events in ______________________, the other shows events in ________________
b. Both timelines represent the years from ________ to ____________
c. A revolution occurred in ________ in 1848.
d. Between 1840 and 1860, people came to the United States from ________ and ____________

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b. As a result of a potato famine in 1846 ______________________

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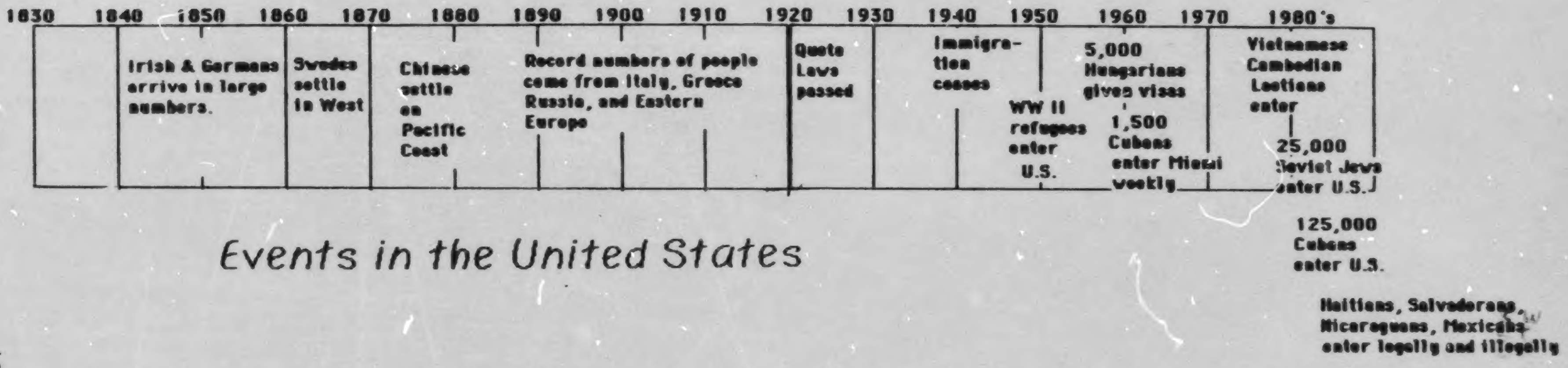
a. People came into the U.S. between 1890 and 1910 because of which three parallel events in Europe.

(1) ______________________________
(2) ______________________________
(3) ______________________________

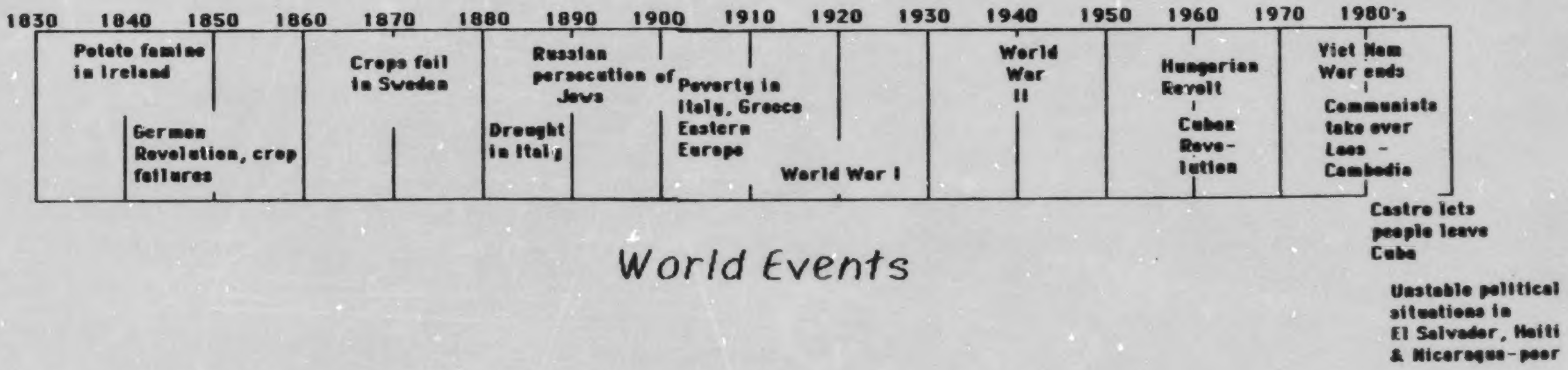
b. Why did immigration cease in 1939?

c. From what countries did the U.S. receive a large number of immigrants after 1950?

Timeline


1830
1840
1850
1860
1870
1880
1890
1900
1910
1920
1930
1940
1950
1960
1970
1980's
Irish & Germans arrive in large numbers.
Swedes settle in West
Chinese settle on Pacific Coast
Record numbers of people come from Italy, Greece Russia, and Eastern Europe
Quota Laws passed
Immigration ceases
WW II refugees enter U.S.
5,000 Hungarians given visas
1,500 Cubans enter Miami weekly
Vietnamese Cambodian Laotians enter
25,000 Soviet Jews enter U.S.
125,000 Cubans enter U.S.
Haitians, Salvadorans, Nicaraguans, Mexicans enter legally and illegally

Events in the United States


1830
1840
1850
1860
1870
1880
1890
1900
1910
1920
1930
1940
1950
1960
1970
1980's
Potato famine in Ireland
German Revolution, crop failures
Crops fail in Sweden
Drought in Italy
Russian persecution of Jews
Poverty in Italy, Greece Eastern Europe
World War I
World War II
Hungarian Revolt
Cuban Revolution
Viet Nam War ends
Communists take over Laos - Cambodia
Castro lets people leave Cuba
Unstable political situations in El Salvador, Haiti & Nicaragua-poor

World Events

TOPIC: THE IMMIGRANTS' JOURNEY

OBJECTIVE: To help students understand an immigrant's journey to America in the 1870's.

MATERIALS: TEACHER BACKGROUND, p. 53. THE MUELLER FAMILY CASE STUDY, p. 55. WHAT WILL YOU TAKE ON THE JOURNEY? p. 57. THE CROSSING, p. 59. THE CROSSING: THE DIARY, p. 61.

PROCEDURE:

1. Explain to students that throughout this unit they will be reading and doing activities about a fictional family named Mueller who emigrated from Germany in the 1870's.
2. Have the students read aloud THE MUELLER FAMILY CASE STUDY on p. 55. Underlined words are on the vocabulary list.
3. Then have students read the paragraph at the top of p. 57. Explain that they will be divided into groups of 4 or 5 (2 girls and 2 or 3 boys).
4. Choose one student to read the directions. Answer any questions the class has.
5. Allow 10 - 15 minutes for completion of this activity.
6. When students have completed the written activity, discuss the following questions:
   - Did each individual family member select the same items? Why or why not?
   - How did the family make the final selection?
   - If you were making this journey today, would the family's list be different? Why?

7. As a class, read THE CROSSING p. 59. Then ask the following questions:
   - What were some of the problems faced by the Muellers on their journey to America? (Ship was overcrowded, not enough fresh water, not enough bathrooms, not good food, unsanitary conditions, including body lice, disease, were common.)
   - What were some things that people did to make the trip more pleasant? (Played cards, sang songs, danced, talked to other people about their hopes, and dreams, practiced their religions.)

8. Hand out THE CROSSING: THE DIARY and have them complete the entries as a homework assignment. Students should assume the same identity in this activity as they did in the previous one.

Teacher Background

Germans

The experiences of the fictional Mueller family, described in the case study, are set in the late 1800's. This case study was designed to reflect the actual experiences of German immigrants of that era.

Up to 1830, the largest group of nineteenth-century immigrants had come from Ireland. Starting in 1830, large numbers of Germans began to enter America. Most of them were peasants who came looking for good farm land. Many came as political refugees following the 1830 and 1848 revolutions in Germany. Yet, most of the political refugees, who failed to get the liberal reforms they sought in the revolutions, did not stay permanently in the United States (a notable exception being Carl Shurz, who remained to become politically active in the United States). Those who did stay wrote glowing accounts of life in the United States, as much to "save face" with their relatives as to describe actual conditons.

Publicity about America entered Europe from many other sources, as well. "THE LEATHERSTOCKING TALES by James Fenimore Cooper was especially popular in Europe, where it was read in every major language. People, bored with their own dreary lives, thrilled to Cooper's dashing accounts of adventure in the wilderness. While literature prompted people from every European country to emigrate, it influenced none more than the Germans. German children studied maps and travel books in school while their parents poured over guidebooks, magazines and travelogues in village reading clubs." (Greenleaf, p. 38) Steamship and railroad lines actively solicited immigrants in order to build their new businesses. After the Civil War, America needed more laborers to rebuild and to continue the progress that came with the Industrial Revolution.

A renewed surge of German immigration took place following 1870, and continued increasing until it reached a peak in 1882. This second outpouring of Germans resulted from the economic, political, and social turmoil that characterized Germany from 1870-1914. The turmoil began with German unification as a state (1871) under the "blood and iron" Chancellor, Otto Von Bismarck. During the next forty years, Germany was transformed from a primarily divided, agricultural society into a more unified, highly industrialized nation-state.

The German poeple became polarized -- some demanding that old agrarian values be retained, while others pushed for changes in values inspired by the new technologies. Such value conflicts became hotly debated in German universities and in the German press. Progress, however, traveled a rocky road as economic depressions hit Germany in 1873, 1877, and in 1900. It is not surprising that many Germans looked beyond the ocean for new opportunities. "Fewer peasants and more industrial workers and artisans came in this later period." (Wittke, p. 205)

Ironically, one new opportunity many Germans sought was not to learn a new American way of life, but was rather to seek a chance of creating a new Germany in America. By the 1890's, Bismarck's policies began to pay off. German immigration into America began to decline as Germany became more stable and prosperous.

CASE STUDY #1: THE MUELLER FAMILY

Johann Mueller was born in Bonn, Germany, in 1838. He married his wife, Marlena, in 1856. They had four children: Franz, Karl, Hermann and Emma. As a youth, Johann was an apprentice to a printer. This experience enabled him to get a job on a newpaper staff in Bonn.

By the 1870's Germany is in a state of political confusion. Problems begin to develop for the Muellers. The paper Johann works for often prints controversial political opinions. Johann's 18-year-old son, Franz, goes to political marches and rallies at the university. The government considers both men enemies of the state. Life for the Muellers is becoming increasingly difficult in Germany.

The Muellers face two choices. They can stay in Germany and continue to live an unsettled life, or they can take the advice of Johann's brother Otto who had left for America several years before. Otto has written many letters to Johann telling of the many opportunities in America. In addition, the family has seen several steamship notices and has heard rumors about the wonders of America.

There are many things the Muellers must consider before they can make their decision. Johann and Marlena are approaching middle age and are insecure about leaving the only lives they've ever known. Johann's parents are elderly and refuse to leave Germany. Johann fears for their welfare if they are left behind. Marlena is from a closely knit family who fears that they will never see her again. They are also concerned about the dangers Marlena and her family might face and are pressuring them to stay in Germany. Emma, 13, and Hermann, 7, are both in school and are unhappy about leaving their friends behind. In addition, Emma has begun to develop strong feelings for Gerhardt, a longtime friend, and she dreams of a future with him. Franz is becoming more and more excited about the prospect of a new life in America. Karl, who is 15, is ready for adventure in the American Wilderness after having read James Fenimore Cooper's LEATHERSTOCKING TALES.

A depression hits Germany and Johann loses his job and is unable to find another. In 1877, events cause the Muellers to make a decision. As a result, the Muellers make the decision to leave Germany and go to America. After all, Otto has promised them a temporary home in New York and they feel strongly that life will be better in America.

What Will You Take On The Journey?

You are a member of the Mueller family and are emigrating to America in the 1870's. After an exhausting trip from Bonn in a horsedrawn wagon, you finally arrive at the port of Hamburg, Germany, where your steamship is docked. After seeing the limited space your family will have on the ship, it is clear that you cannot possibly bring all the things you packed for the trip. You have already sold practically everything you owned. You have with you only the last, most important belongings. Your wooden chest, which is three feet by three feet by five feet, can be put in a storage space in the ship's hold under the passenger quarters. Everything else has to go with your family into a compartment which is five feet wide and five feet long.

Directions:

Form a group with four other students. Each member of your group will play the role of a member of the Mueller family (see case study). Working individually check ( ) the items on the column marked "My List" that would be most important for *you* (as that family member) to take to America. When this task is completed meet with your family and select the fifteen most important items and check ( ) those in the column marked "Group List."

My role is:____

My age is:_______________

These are the things you brought to port. What will you select?

MY LIST	GROUP LIST	
		1. rocking chair
		2. wooden bed
		3. dining table and chairs
		4. dishes
		5. cooking pans & pots
		6. eating utensils
		7. bundle of bedding
		8. bundle of clothing
		9. books
		10. spinning wheel
		11. knitting needles
		12. rifle
		13. medicines
		14. lantern
		15. toy soldiers
		16. doll
		17. fishing gear

MY LIST	GROUP LIST	
		18. printer typesetting kit
		19. hammer and nails
		20. basket of food
		21. basket of food
		22. water barrel
		23. towel
		24. smoking pipes and tobacco
		25. straw mats
		26. wash basin and pitcher
		27. jewelry
		28. pet dog
		29. bird and cage
		30. violin
		31. Christmas ornaments
		32. beer stein
		33. ice box

The Crossing

The Muellers had a long, hard journey before they finally arrived in their new land.

After arriving in Hamburg, each member of the family had to present himself at the agent's office near the dock. There, the balance of the passage was paid and questions were asked of Johann and Marlena related to their names, ages, occupations. They were also asked to give the name and address of the person with whom the family planned to stay, the name of the nearest relative left behind, nationality, the amount of money in the possession of the family, and whether or not any member of the family had previously been to America.

The day before sailing, each member of the family was vaccinated for smallpox and their eyes were casually examined for trachoma. Marlena commented to Johann that the skin on her arm had not even been punctured by the vaccination and yet her "inspection card" had been stamped and she was marked "vaccinated."

Upon boarding the steamship, the Muellers found that steerage accommodation would be quite crowded. The steamship company had, as usual, booked too many reservations and was packing as many people as it could on board the ship. The ship was divided into separate sections for single women, single men and families. The Jews had a separate section to themselves. Each section held 90 beds, allowing each passenger 100 cubic feet of space called a "berth." All the steerage berths were made of iron. Each bunk contained a mattress filled with straw and covered with a slip made of coarse white canvas. There were no pillows. Instead, a life-preserver was placed under the mattress at the head of each berth. A short, lightweight blanket was the only covering provided. Each passenger could take this with him at the end of the voyage. The berth was to serve as a bed, clothes and towel rack, cupboard, baggage space and table.

Two bathrooms were provided for the use of steerage. They were 7' x 9' in size and were expected to meet the needs of 195 passengers. Ten people, men and women together, could use the facility at any one time. The only water that came out of the faucets was cold salt water. Fresh water was scarce. Each passenger was given about one half gallon per day for drinking, cooking and washing. Often even the fresh water was stale and sour and had to be freshened with vinegar.

The dining accomodations were equally disappointing. Each passenger was issued eating utensils along with the blanket. They consisted of a fork, a large spoon and a pail. Meat and vegetables were brought into the compartments in large galvanized cans and set on the tables in dishpans. There were no serving spoons, so each person served himself with his own spoon out of a common bowl. The menu rarely varied from stringy, tasteless salt pork or smelly salt fish. What little fresh meat was served was spoiled and the bread was moldy. The oatmeal served each morning was black and dirty--often with black beetles in it. Due to the cramped space in the compartments, each passenger was forced to eat in his berth.

The Muellers experienced many unpleasant things during their crossing. They grew to hate the steamer. They had never been filthy people. Marlena had always taken pride in the appearance of her children and the cleanliness of her home. Now their steerage accommodations forced them to live like animals. The compartments where they lived were small, dark and stuffy. The smells of stale food mixed with the smells of vomit from seasick passengers and of the toilets at both ends of steerage, together with the stench of human bodies which could not be adequately bathed, made the steerage smell terrible. It is not surprising that body lice was a common problem. Body lice which, back home, were only found on the most unclean, lazy people, would multiply rapidly on anybody in steerage.

But there were some pleasant times on the steamer. People played cards and sang songs. Some people even danced. Those who spoke the same language talked about where they were going, what they would do in America and about their bright future in the new land. They practiced their religions--singing hymns and sometimes holding funeral services for those who died on the journey. The bodies were lowered and dumped into the sea. Because of crowding, filth and poor nutrition, disease was common on the steamers. Cholera, yellow fever, dysentery, smallpox, and measles were feared by the Muellers and other immigrants because diseased people might not be admitted to North America. Rejection could mean another 20-day trip back to the old country.

The trip across the Atlantic to New York was humiliating to the Muellers. It was not the adventure they expected. However, their hopes were renewed when they got their first glimpse of America as they approached Castle Garden in New York Harbor.

THE CROSSING: THE DIARY

DIRECTIONS:

You are a member of the Mueller family, emigrating to North America in 1877. Fill in the following blanks and then write in the diary entries as you might have written them if you had been on an immigrant ship in the 1870's. Use the reading, THE CROSSING, for details for your diary. The beginning and ending dates are filled in for you. You must fill in the dates in-between.

This is the diary of ______________________ I am a ________ year old

______________ My homeland is ______________________
(boy, girl, man, woman)

Date	Diary Entry
June 11, 1877 (Leaving Hamburg)	

June 23, 1877 First glimpse of Castle Garden	

TOPIC: THE ARRIVAL

OBJECTIVE: To help students understand the processing of immigrants upon arriving at Castle Garden in the 1870's.

MATERIALS: CASTLE GARDEN p. 65, ORIGIN OF NAMES - MUELLER TO MILLER p. 66, STUDENT LIST p. 67, TEACHER LIST (should be made into a transparency) p. 69.

PROCEDURE:

1. Distribute p. 65 and have students read CASTLE GARDEN. Ask the following questions:
   - Why did immigrants have to stop at Castle Garden? (for a health examination and questioning about background, name, etc.)
   - What other things could the immigrants do at Castle Garden? (exchange foreign money, arrange for rooms, buy railroad tickets, ask about jobs.)

2. Select a student in the class to role-play Johann Mueller and another student to pose as the inspector. Have the inspector interview "Johann" using the questions on the bottom of the background page. The student playing Johann will have to be creative and ad lib where information is insufficient.

3. After the interview, ask the following questions:
   - Why do you think these questions were asked of the immigrants?
   - Would any of your answers have been lies? Why or why not?
   - Why did the interviewer ask for the immigrant's name at the end of the interview?

4. Hand out copies ORIGIN OF NAMES and STUDENT LIST, p. 66 and p. 67. Have students read the instructions aloud.

5. Give students time to complete the activity. The teacher should make a transparency of the TEACHER LIST on p. 69 to use in the discussion of student answers.

6. Ask students if they know if their last name has been changed and discuss the changes.

CASTLE GARDEN

In the years prior to 1850, admitting newly arrived immigrants into the United States was casual and very few records were kept. However, the immigrants kept coming and by the mid-1800's it was necessary for state officials at major ports to have the necessary facilities to deal with the newcomers.

Thus, for thirty-seven years from 1855 to 1892, Castle Garden, at the tip of Manhattan Island, had a steady stream of immigrants. The Garden originally had been built as a fortress before the war of 1812. Before becoming America's first immigrant port, Castle Garden had been an amusement center and concert hall. It was now a place where "immigrants could exchange foreign money, arrange for rooms, buy railroad tickets and ask about jobs without fear of being cheated." (Greenleaf, p. 56)

Upon arrival in port, the richer cabin-class passengers were allowed to leave without delay; but the steerage passengers, which were most of the immigrants, were taken by ferry to Castle Garden for a health examination and questioning.

The questions were explained by an interpreter, often the first person the immigrant could talk to and understand. Some of the questions were:

Who paid for your passage?
Do you have a job?
How many dependents do you have?
Who will meet you?
Have you ever been in prison?
Where will you go?
How much money do you have?
Please show your money.
What is your name?

Origin of Names - Mueller to Miller

Names of immigrants were often a source of confusion for immigration inspectors. Not all immigrants could spell their names in English. If the inspector could not say or spell the name, he often changed or "Americanized" it on the spot. Often people were given names of their towns or occupations. The story of SEAN FERGUSON, although probably not true, shows how this name change might take place: A german Jew became so flustered by the impatient questioning of an inspector that when asked his name, sputtered in Yiddish "Schoyn vergessen (I forget)." The inspector, who did not understand Yiddish, welcomed "Sean Ferguson" to America. The Muellers, upon their arrival, experienced the same confusion and entered the United States as the "Millers."

In the following activity, you will have an opportunity to "Americanize" European names as an immigration inspector might have done when the Muellers arrived.

DIRECTIONS:

Fill in the chart below in the following manner:

1. In the column marked ORIGINAL NAMES, choose 10 names from your student List.
2. Fill in the COUNTRY OF ORIGIN column.
3. Pretend you are an inspector at Castle Garden and create your *own* Americanized version of the name. Write it in the column space.
4. The teacher will show you the actual name changes. How close were you?

ORIGINAL NAME	COUNTRY OF ORIGIN	AMERICAN VERSION

Student List

GERMAN

Koch
Klein
Grun
Huber
Kuster
Pfeffer
Schwartz
Weiss
Konig
Schumacher
Zimmerman
Sontag
Fleischer
Fischer
Krebs
Traut
Behn
Kaufman
Mueller

SWEDES/NORWEGIANS

Sjogren
Lyung
Hjelm
Sjobert
Andersson
Pettersson
Nilssen
Johsson
Mundal

FRENCH

Auxgernons
Beauchamp
Arbalestier
Roleau
Bon Coeur
Renaud
Noel
Guizot

JEWISH

Mordecai
Kuhn
Levinsky
Weintraub
Blumenthal
Stolar
Sher
Goldwasser

IRISH

Baoigheall
Concobair
Maoldomhnaigh
Donndubhan
Ceallach
Quiddihy
O'Conneide
MacMurchadha

TEACHER LIST

GERMAN

Koch - Cook
Klein - Cline
Grun - Green
Huber - Hoover
Kuster- Custer
Pfeffer - Pepper
Schwartz - Black
Weiss - White
Konig - King
Schumacher - Shoemaker
Zimmerman - Carpenter
Sontag - Sunday
Fleischer - Flescher/ Fischer/ Fisher
Krebs - Crebs
Traut - Trout
Behn - Bean
Kaufman - Coffman
Mueller - Miller

SWEDES/NORWEGIANS

Sjogren - Shogren
Lyung - Young
Hjelm - Helm
Sjobert - Seaberg
Andersson - Anderson
Pettersson - Peterson
Nilssen - Nelson
Johsson - Johnson
Mundal-Mondale

FRENCH

Auxgernons - Algernon
Beauchamp - Beecham
Arbalestier - Alabaster
Roleau - Rulo
Bon Coeur - Bunker
Renaud - Reno
Noel - Nowell
Guizot - Gossett

JEWISH

Mordecai -Marks
Kuhn - Coon/Keene
Levinsky - Lewis/Lee
Weintraub - Winthrop
Blumenthal - Bloomingdale
Stclar - Carpenter
Sher - Sherman
Goldwasser - Goldwater

IRISH

Baoigheall - Boyle
Concobair - Conners
Maoldomhnaigh - Maloney
Donndubhan - Donovan
Ceallach - Kelly/Callahan
Quiddihy - Cudahy
O'Conneide - Kennedy
MacMurchadha - Murphy

From AMERICAN SURNAMES Elsdon C. Smith, Chilton Book Co., Philadelphia 1969.

TOPIC: ESTABLISHING A NEW LIFE

OBJECTIVE: To give students an understanding of the difficulties experienced by immigrants in establishing a new life.

MATERIALS: THE MILLERS: ESTABLISHING A NEW LIFE pp. 73, EMMA'S DILEMMA p. 77, THE AMERICANIZATION OF HERMANN p. 79.

PROCEDURE:

1. Hand out THE MILLERS: ESTABLISHING A NEW LIFE p 73. Read and discuss the pages with students.
   - What do you think was Marlena's biggest disappointment with her life in America?
   - What was Johann's main problem in America?
   - What was Franz' problem because of his union activity?

2. Give students EMMA'S DILEMMA p. 77. Read the letter aloud and ask the following:
   - What was Emma's life in New York like?
   - What has Emma learned?
   - To what extent is Emma becoming Americanized?
   - What do you think is Emma's contribution to America?
   - What do you think will happen to Emma?

3. Have students write a letter of their own to Emma. They should pretend that they are Heidi (her friend), Gerhardt (her boyfriend), or Nana (her grandmother). What advice would they give to Emma?

4. Have students read THE AMERICANIZATION OF HERMANN p. 79, and complete the activity at the end of the article. Discuss students' answers.

The Millers: Establishing A New Life

It is 1880. The "Millers" have been in New York City for three years. As promised, Otto, Johann's brother, shared his one-room apartment with the family until they could locate a home in the city.

Life in New York is not what the Millers expected. The "golden land of opportunity" is, in reality, noisy, polluted, filthy, and teeming with crowds of disillusioned, poverty-stricken people.

Much has happened to each member of the Miller family in the past three years. Here are their stories.

Marlena's Story

"When I first saw where our new home was going to be, I was so excited. The buildings loomed against the sky like castles. From the outside, they looked so big. But, when we entered the tenement, we found that the building was divided into four small apartments on each floor--two on either side of a central hallway. We were fortunate to get an apartment with four tiny rooms at the front of the building. At first this provided plenty of room for our family; but, soon we were forced to take in two boarders to make ends meet.

Tenement life is miserable. The plaster is always falling down, the stairs are always broken and dirty. No matter how hard I try to keep my house clean, my efforts are in vain. The bedbugs are a torment. They crawl about bloated with blood. I am reminded of the lice on board the steamer as I douse the beds with kerosene, change the sheets and spray the mattresses in an endless war against the pests.

In the winter the pipes freeze. Five times last winter the water pipes froze and broke. There was no drinking water for days and I had to cart water up five flights of stairs. But summers are worse. The streets stink of garbage and human waste. The apartment is never free of the smell, the flies, the unbearable heat. At times like these I am grateful that my children are older. Throughout the neighborhood babies are dying and there is no money for proper medical care against the diseases that the poor people get.

Food here is so expensive that I buy a penny's worth at a time. Times have become especially hard since Johann's accident at the textile mill. It humiliates him to see the burden his helplessness puts on the family. He has always provided for us; and, yet, now everyone in the family must work *extra* hard to make ends meet. I make cigars here at home during the day and sell them on the streets with Hermann when he gets home from school. The work pays so little--I make 1,000 cigars a week but only earn $3.75.

Life in America is not easy. It makes me smile sometimes to think of our relatives back in Germany who still believe that you can walk down the streets of New York and pick up money off the sidewalk. I try not to worry them by writing of our difficulties here in America. Let them think we are happy. I hope *Karl* is happy. Since he went West over a year ago, Johann has forbidden us to speak his name. Yet, more and more I am understanding Karl's reasons for going West. And more and more, I feel the emptiness in my heart since he's been gone....

Johann's Story

Look at Marlena. I see her sitting, day after day, working her fingers to the bone. Her life is miserable, yet I never hear a complaint. I am not so noble. Ever since my accident I have been full of despair and am unable to bear my emotions in silence. Where is the America we dreamed of? I expected to have a fine job in a newspaper shop by now or even own my own shop! I expected to own a beautiful home for my family where laughter and sunshine were everywhere. What a far cry from this miserable place that we share with the bugs and the stink. How can I bear to see my family suffer?

I know, now, that I should never have taken that job at the textile mill. But, what could I do? My family was starving. I had heard how bad conditions were at the mill. but I could not have imagined what they were really like.

I had to be at work every morning at 5:00 a.m. sharp or they would have hired someone else to take my place. I stayed until 9:00 p.m. at night with only one break one half hour at noon. I worked six days a week. Sundays were my only days off.

But I could have survived the terrible hours if the conditions at the mill had been humane. The mill owners' only concern was how much was produced. They made no effort to ensure our safety as we worked. It was always dark and stuffy in our work areas. These conditions and the long working hours created a dangerous situation for us. One young woman in my area, fainting from heat and exhaustion, caught her hand in the spinning machine and lost a thumb and two fingers. Another victim was a six-year-old boy who lost an eye when a sharp spindle flew off of the machine he was operating.

We were aware of as many as three to four accidents per week at the mill. yet we were helpless to correct the situation. Our requests for more light, fresh air and better machinery maintenance fell on deaf ears. My supervisor advised me to keep my complaints to myself if I wanted to keep my job.

It was only a matter of time before I became a victim, myself. I was at my station at the weaving machine when the loom collapsed and fell on me. I fell unconscious from the pain, so that is all I remember of the accident. Friends later told me that I lay injured at the scene for over an hour before being assisted by a doctor. When I awoke I was in a bed in a crowded hospital room. I was informed that my neck and back had been badly twisted. Since I would need at least two weeks to recover, my job had been given to someone else.

I did not recover in two weeks, or four, or ever. The "twisted" neck and back was, in fact, a broken spine that would never heal. I am paralyzed and helpless. I spend my days helping to make cigars, despite great physical pain. But the physical pain I can bear. It's the mental suffering that is unbearable. My family is suffering and I am helpless to make things better.

Letter From Franz to Ernst in Germany - February 25, 1880

Dear Ernst:

Things have gone from bad to worse here in New York. My father's back was broken in a factory accident six months ago. Although his back has healed, he is partially paralyzed and still in pain. He'll never be hired again! That leaves us very short of money and I see my mother more worried and anxious day by day. She is doing all she can by making cigars, but it is not enough to pay the rent and feed us.

I am getting more and more involved in union activities, Ernst. The unions are our only hope! My father would never have been injured if the unions were powerful enough to force better conditions in the factories. And the long hours and low wages are unbelievable. The only way to strengthen the unions is to increase the membership. This is becoming increasingly difficult to do, since the factories have begun forcing their workers to sign a contract in order to be hired or to keep their jobs. We call it the "Yellow Dog Contract." It states that the worker under contract will not join a union and will not become involved in union activities. So in effect, any person who wants work (and everyone is *desperate* for work) must stay away from unions. Further, any person who refuses to sign the contract becomes blacklisted and is thereafter unable to get a job anywhere in town. Not many are willing to take the risk and support the union.

You may be getting an idea of my problem by now. I share my family's home and eat at their table, yet can offer little or no financial support from union work. I am young and strong and feel sure I could get a job in a factory if only I would sign one of those contracts. But that goes against my very being! How can I resign myself to a life of misery, with little pay to show for it, and a great chance of injury, when I know things can get better if workers will unite. But then I think, the rent is due and we have no money. The thoughts bounce back and forth in my head and I cannot make a decision. What am I to do, Ernst?

I am sorry to dump my problems on you, Ernst, but it is good to have such a friend to write to. I hope things are going well for you. Tell your family hello for me.

Franz

Your friend always

EMMA'S DILEMMA

March 16, 1880

My Dearest Friend Heidi:

How I have missed having you to talk to! So much has changed since we got off the ship at Castle Garden. As you know, I did not want to leave all my friends to come here. Now my life is so busy that I hardly have time to write to you. My job at the garment factory keeps me occupied from four o'clock in the morning until eleven o'clock at night.

Remember when I wrote telling you about my job in the sweatshop? How eager I was at first! It was so exciting to be able to get my own job away from home--and a bit daring, too. Nana is still shocked that her granddaughter is not being brought up as a proper lady in the traditional manner. Ha!

Poor Nana. She thinks we are all rich here and keeps writing Mama to send money for a new coat. She must think our street is made of gold.

That sweatshop was located in one of the tenement rooms. It was much smaller than the factory where I now work. It was so crowded there that at times I felt as if I were suffocating. I don't know what I could have done if a fire had started there. That happens a lot in sweatshops.

The "sweater", Mr. Tillsom, certainly did make us sweat with the work he gave us making shirts on the machine. He scolded me so much at first that I didn't think I could bear it. I did not know at first that you must not look around and talk... and you know how much I can talk. I made so many mistakes with the sewing, he often called me a "stupid animal." Anyway, I did the best I could and made four dollars a week. Two dollars went to Mama and Papa for the rent and food, one dollar for night school to learn English, and one dollar for clothing and entertainment. At first it was hard work just trying to figure out what Mr. Tillsom wanted -- my English was so bad. One thing I did learn there was that "American girls never whimper" because at least there is hope that if you work hard enough today, life may be better tomorrow.

I was finally able to get a higher paying job at the factory. Now my salary averages about 60 cents per hour. The machines go like mad all day, because the faster you work, the more money you get. Sometimes in my haste, I get my finger caught and the needle goes right through it. It happens so quickly, though, that it does not hurt much. I bind the finger up with a piece of cotton and go on working. We all have accidents like that. But, no matter how long and fast I work, there is never enough money since Papa's accident.

While we are working, the boss, Mr. Pendergast, walks around examining our finished garments. If they do not pass inspection, he makes us do them over again. To think that I used to want a petticoat with yards and yards of materials! Sometimes I get so tired that I just want to lay my head down on the machine, but if I should do that, I would be fined a day's wages.

Dear Heidi, this letter is so long and full of complaining but who else can I talk to? My youth seems to be passing me by. I had to quit night school and there is no longer any time or money for entertainment. Will I be at these machines forever? Wouldn't it be wonderful if my beloved Gerhardt would come to America. I have written him several letters describing job possibilities for him here. There is a large brewery not too far away and with his experience, he would surely be hired. In time we could afford to marry and have our own home--maybe even move to Staten Island where many German people live. He does not write to me so often any more and I worry that he has found another girl. It's not Hilda, is it?

If only Karl had not left us to go West! Maybe I could have saved some money for a dowry. Oh, Heidi, so much has changed that I do not even know who I am anymore. Some days I feel that America is turning me into a machine instead of a new person. What can I do?

Sincerely, I remain your friend,

Emma

DIRECTIONS

Write a letter of your own to Emma. Pretend that you are Heidi (her friend), Gerhardt (her boyfriend), or Nana (her grandmother). What advice would you give to Emma?

The Americanization of Hermann

Will there ever come a day when I can just go to school and have no other responsibilities? Since Papa's accident, my studies have suffered. I am always so exhausted from getting up at 5 a.m. to make cigars with Mama until it is time for school. When I return, it is time to sell the cigars on the street.

I hate the streets of our neighborhood. There are people everywhere, pushing and shouting and arguing. There are armies of howling pushcart peddlers. Women scream, dogs bark and babies cry. This is where we must sell our cigars each day. In the summer the stench of rotting garbage makes it painful to even draw a breath. The snow, mixed with the mud and the decaying garbage, turns the streets into a sea of green slime, in the winter.

When I see other boys pitching pennies or playing leapfrog, I keep thinking there must be more to life than peddling cigars. Papa wants me to go to school but he expects me to come home early to help Mama. This makes it impossible for me to stay after school. My teacher, Miss Maguffy, says I have "potential" and must spend more time with my studies. She understands how hard it is for me when the kids make fun of my shabby clothes and laugh at my funny accent. But she says things will get better with time as I learn to be an "American."

I must finish high school. I know what I want to do with my life. Every time I walk down the street and pass a family that has been evicted from their tenement because they are too poor to pay the rent, I am even more convinced that I must go to college and become a teacher. That way, I can help other "foreigners" learn English and get a good education. Then I want to marry an "American" girl with a simple, short "American" name. I want to live in a clean, quiet neighborhood in an apartment filled with modern "American" furniture. When I entertain my friends, I will serve "American" food. My children will learn "American" ways.

And what of Mama and Papa who cling to the old ways? It would hurt them to know that I am ashamed of their old clothes and customs. I daydream about one day becoming "Herm Miller." How is that possible when, to my parents, I will always be Hermann Mueller?

Sincerely, I remain your friend,

Hermann

DIRECTIONS

Hermann had to give up many things in order to become Americanized. Some of these things are listed below. Put yourself in Hermann's shoes. Then rank the items from 1 - 8. Number 1 would be the easiest to give up and number 8 would be the hardest. Then answer the questions.

____ German language

____ Name

____ Traditions

____ Approval of family

____ Ethnic Foods

____ Contact with family

____ Religion

____ European clothing

1. What was the easiest for you to give up? Why? ____________________

____

____

____

2. What was the hardest to give up? Why? ____________________

____

____

____

3. What change would bother your family the most? Why? ____________

____

____

____

Adapted from Immigrant Studies - Level I.

TOPIC: OTHER IMMIGRANT GROUPS

OBJECTIVE: Students will learn about the background and experiences of different immigrant groups that came to America.

MATERIALS: BACKGROUND INFORMATION AND CASE STUDIES pp. 83-97, FAMOUS IMMIGRANTS p. 99, IMMIGRANT INTERVIEW SHEET p. 101.

THE FOLLOWING BOOKS (AT DIMC).

Ashabranner, Brent. The New Americans: Changing Patterns in U.S. Immigration. Dodd, Mead & Co. New York 1983

Blumenthal, Shirley, and Ozer, Jerome S. Coming To America: Immigrants from the British Isles. [Dell Publishing Co., Inc.] Visual Education Corp. 1980

Perrin, Linda. Coming To America: Immigrants from the Far East. [Dell Publishing Co., Inc.] Visual Education Corp. 1980

Rips, Gladys Nadler. Coming To America: Immigrants from Southern Europe. [Dell Publishing Co., Inc.] Visual Education Corp. 1981

Robbins, Albert. Coming To America: Immigrants from Northern Europe. [Dell Publishing Co., Inc.] Visual Education Corp. 1981

THE FOLLOWING FILMSTRIPS (AT DIMC):

SS-0134 OTHER AMERICAN MINORITIES (4 fs 4 cas) GERMAN, IRISH, ITALIAN, AND JEWISH IMMIGRANTS

AMERICAN STORY - "The Fukuyama Family" 1 FS 1 CAS
A Japanese immigrant family in the 20th century.

AMERICAN STORY - "The Hernandez Family" 1 FS 1 CAS
An immigrant Mexican family in the 20th century.

IMMIGRATION - THE DREAM AND THE REALITY
The Japanese Nightmare
Little Italy 4 FS 4 CAS
You Belong To Germany
No Irish Need Apply

PROCEDURE:

1. Divide the class into groups of 3 - 4. Have each group choose an immigrant nationality to research (other than German) and have them do one or more of the following:
   a. Research their nationality with materials given and other materials found in local libraries. Find out when the nationality came to America and why, what problems they had,

what contribution they made to America, etc. Have the group do a 5 - 8 minute presentation for the class.

b. Someone from the small group interviews an immigrant who came from the group's chosen nationality. Use the IMMIGRANT INTERVIEW SHEET on p. 101.

c. A student from the group chooses a person from the FAMOUS IMMIGRANTS list, p. 99, and researches him/her and presents an oral or written report.

d. Each group creates a short play (skit) from the case studies, or makes up their own immigrant play for class presentation.

TEACHER BACKGROUND

Italians

Most Italian immigrants came to America between 1880 and 1920, though some arrived as early as the 16th century. Most of these immigrants left Italy to improve their lives. Wages were better in the U.S. and passage was cheap.

During the decades of large-scale immigration, more than 90% of the Italian immigrants entered the U.S. in New York and remained there or in other major cities. Housing had to be cheap and close to work. Tenements were designed to house "The most people in the least space." Some of the most famous Italian communities were:

Mulberry Bend - New York
North End - Boston
Telegraph Hill - San Francisco
Little Palermo - New Orleans

Most Italian immigrants worked in the food and construction industries. Those that headed West settled in agricultural settlements, most notably the vineyards and wine industry in California and in truck gardening.

The construction industry used labor bosses called **padrones** (pah-dro-nays). These men were usually of Italian birth or extraction. They would recruit workers, serve as intermediaries for translation, and help bridge Old World traditions and New World business operations. The immigrant usually paid the padrone a commission based on the type and length of employment. In particular, the padrone collected and paid out wages, wrote letters, acted as a banker, obtained housing, and handled other matters the new immigrant needed help with. The padrone system declined after social workers and others pressed for laws protecting immigrants against padrones who took advantage of the newcomers. Also, after 1900 many Italian immigrants had friends and relatives already established in the Italian communities negating the need for padrones.

Many Italian women worked in industry. In 1910 Italian women made up 36% of of the female work force in the garment industry and 72% in the artificial flower industry.

Because of their long working hours, low wages, and usually poor working conditions, many Italian immigrants joined other immigrant and ethnic workers in the formation of labor unions to improve these conditions.

Within the Italian communities, the newcomers developed their own press and mutual-benefit societies to aid new immigrants. Contrary to native-born American opinion, these social structures served as important bridges from the Old World traditions into the structure of American life.

The first Italian immigrants put little emphasis on education, needing the immediate advantage of a paying job. Eventually Italian parents did comply with compulsory education laws. By 1920 the American public school had become a vital link between the newcomer and his acceptance in the new land.

CASE STUDY #2: The Capelli's

Maria and Carlo Capelli left Italy to come to America because there was so much poverty in their country.

When they arrived in New York Carlo tried to find work, but no one wanted to hire someone who couldn't speak English. The family used the last of their savings to move on to Chicago. They met the same problem--no one wanted to hire a foreigner who could only speak Italian.

In an area of Chicago called Little Italy because of the many Italian immigrants who settled there, they met a padrone. He had been in America for a long time; his job was to find work for newly arrived immigrants on the railroads.

Carlo went to work repairing train tracks. At night the crew slept in old railroad cars that had been fixed up like dormitories. It was very uncomfortable. Carlo worked 12 hours a day doing hard labor; splitting rocks and laying train track. He earned a dollar per day, and out of that money had to pay a commission to his padrone and buy food, leaving only $3.00 or $4.00 per week to meet his family's needs. In addition to the poor working conditions and low wages, the native born Americans who worked for the railroad didn't like the Italian immigrants. They felt the immigrants worked for too little money which in turn kept everyone's wages low.

Unable to support his family alone, Carlo had to send his children out to work also. They worked in jobs such as laundry or ironing for wealthy families, and could not attend school. This was upsetting to Carlo and Maria who had hoped for a better life for their children. Without an education, they would not get good jobs and avoid struggling for money all their lives.

Maria and Carlo were citizens of Italy, but became eligible for United States citizenship after living here for five years. The children, born in America, were natural citizens of the U.S.

In spite of the many financial hardships faced by the Capelli's in coming to the United States, they never regretted their decision to move here where so many opportunities were available for their children.

Teacher Background

Jewish

Large numbers of German-Jewish immigrants came to America following the German revolution of 1848. At the time of the American Civil War there were almost 150,000 Jews living in America. After the organized massacre (pogroms) of Jews in Eastern Europe and especially in Russia, they began to arrive in America in record numbers. Altogether some 3 million Eastern European Jews came between 1880 and 1910. Most were listed by immigration officials not as Jews, but as Germans or Russians, so the exact total will never be known.

Some of the contributions made by Jewish scientists and doctors include cures for polio and other dreaded diseases. Many of our department stores, clothing manufacturing firms, cosmetic firms and book publishing houses were founded by Jews, and they added a wealth of culinary delights to American cuisine, including corned beef, pastrami, potato pancakes, and bagels.

Although Jews in America come from many different nations, their religion binds them together as an "ethnic group." Their customs and culture may vary from country to country, but the synagogue and the Jewish faith are the ties that bind
.

CASE STUDY #3: Russian/Jewish The Eisenbergs

Jacob and Sophie Eisenberg left Russia to begin a new life in America. They came because they wanted their children to be free from religious persecution.

They lived in a part of New York City called Little Israel. When Mr. Eisenberg lived in Russia he had been an office clerk. He couldn't find a job in America, however, because no one wanted to hire someone who could only read and write Russian. It was necessary for him to take a job in a sweatshop making coats. He was paid for each coat that he finished. Because he couldn't finish all of the tailor work at the factory, he would bring home a pile of coats. The entire family would help sew the clothes in the evening.

Even with everyone helping, the family only earned $15.00 a week. This was more than many of their friends earned. It was hard work, but they had enough to eat and a place to sleep. They lived in 2 rooms in an eight-story tenement building. It was very crowded. In the front room of the apartment was the stove, kitchen cupboards, a table where the family ate and a bed where the parents slept. The children slept in a small, windowless back room. There was no refrigerator in the apartment so Sophie shopped every day. In the street, vendors sold food from pushcarts. Sophie would go from cart to cart purchasing a chicken from one, vegetables from another. Many times she would argue with the peddler about the price. She was pleased she had enough money for food since many families they knew often went hungry.

She was very busy cooking and cleaning on Friday because the following day, Saturday, was considered the Sabbath. On this day, according to their religion, they could not work or even cook. So it was a good day to relax and go to their synagogue to worship.

The Eisenberg children went to the neighborhood school. Other Jewish children attended, as well as children whose families came from Hungary, Poland, Italy and Ireland. The children learned English at school. They thought it was exciting to be able to read and write a new language. They would try to teach their parents some of the new words they learned each day. Once a week the children were allowed to go to the public library to select a book. Afterward they would hurry home to help their father sew the coats. The only day they had to play was Sunday. Since there were no parks or playgrounds, they usually played in the streets.

The Eisenbergs found America a good place to raise their children. They could worship as they wished and they dreamed of good jobs and educational opportunities for them.

TEACHER BACKGROUND

MEXICAN

The first large group of Mexican Americans, some 80,000, was created through the conquest and annexation of Texas to the United States following the U. S.-Mexican War. Between 1845 and 1854 the United States acquired about half the territory formerly belonging to the Republic of Mexico, including all or part of the present states of Arizona, California, Colorado, Nevada, New Mexico, Texas, Utah, and Wyoming. The Mexican-American population of this area grew slowly until the beginning of the 20th century, when immigration from Mexico soared. At that time there was political unrest and later civil war raged. Martial law was declared and massacres committed. The population of Mexican-Americans went down during the depression years. During this time, many people went back to Mexico voluntarily or some city governments had them shipped back by train or van.

In 1927 Cesar Chavez began the United Farm Workers Union. Other Chicanos followed suit and began organizing in other industries, fighting for better working conditions and pay. The Chicano movement that started in the 1960's helped acquire higher wages yet, better schools, bilingual education and political positions in local, state and federal government. By 1975 over 800,000 Mexicans had entered the U.S. workforce.

They came to work in the mines and railroads in the 1940's. However, by 1970 most Mexicans were living in city dwellings and working in industry. Until the '70's, Mexican men represented the highest proportion of Mexicans immigrating to the United States. The 1976 immigration Act changed that by requiring that 20% of all immigrants be close relatives of those already in the U.S. Thus, more women and children joined their men already here.

The Mexicans coming into the U.S. faced much discrimination due to their color, lack of education and the language barrier. They came to find a new life of greater economic quality, but were faced with poor living conditions, low incomes (by American standards), poor educational facilities and poor quality education. As they moved toward industry, in food processing and unskilled jobs, their standard of living changed for the better.

In 1978 the estimated number of Mexicans living in the U.S. was 7.2 million --90% resided in Arizona, New Mexico, California, Colorado, and Texas. The high birthrate in the Chicano population plays a significant role in the U.S. as it is the fastest growing population. Together with their increased involvement in politics, education and industry the Chicano population is developing skills and resources for dealing effectively with the wider society.

Case Study *4: Mexican - The Mendoza's

Carlos Mendoza, his wife Maria, and two children ages two and three, fled Mexico and came to the United States in 1917. Before the carrancistas (soldiers) had come, nobody could take a step out of their village because if the government people found them walking, they would be killed immediately. Then the soldiers did come and their entire village was burned along with all the livestock and crops.

To cross the border into the United States, Mexican immigrants had to satisfy certain requirements. Carlos had to pay $8 each for his family (to which the rest of his family in Mexico had contributed), amd take a literacy test in Spanish, and everyone underwent a medical exam.

Carlos got a job as a cleaner in a stockyard in Los Angeles earning $35 a week, much more than he could have ever earned in Mexico. He sent as much money as he could spare to his family in Mexico. No one in the family could speak English but the Mendoza's lived in an area, called a barrio, with other Mexican families, so they could communicate and find out things they needed to know from them. The children, Tomas and Juanita, went to school when they were six and tried to learn English as fast as they could. They were often teased about being greasers and eating beans and tortillas. While it hurt, they learned not to get angry. Their skin color and culture were different and they had to accept it and be proud--that's the way they were raised. Life in the United States was much safer and easier for the Mendoza's than the life they had left behind in Mexico.

When the depression came Tomas and Juanita quit school to help the family earn money by picking fruit. There was a lot of violence during this time because the Mexican fruit pickers were organizing and the growers had great opposition to this. Juanita eventually married one of the union organizers and together they worked for improving conditions for the workers. Tomas joined the Army in 1939 and earned the Congressional Medal of Honor during World War II. Today Tomas and Juanita are still living in California enjoying their grandchildren. They agree that while they are living comfortably, conditions for many Mexican-Americans are still not what they should be. They are well aware, also, of the many problems of the illegal Mexican immigrants whom they often befriended over the years.

TEACHER BACKGROUND

Japanese

In 1853 American ships under the command of Commodore Matthew G. Perry arrived in Japan seeking trade agreements on behalf of the U.S. and in so doing pierced the barriers that had isolated Japan from the western world for over two centuries (1600-1853). The first 27 Japanese immigrants came to California in 1869 settling north of Sacramento. Due to crop failures and other problems this settlement failed.

By 1890, 12,000 Japanese had emigrated to Hawaii and 3,000 to the American mainland, almost all to California. In the next 30 years or so, another 300,000 Japanese emigrated across the Pacific, mainly to Hawaii and California. By 1970 the Japanese-American population numbered 400,000, settled on the mainland -- but largely as a result of displacements that followed World War II.

The first Japanese immigrants were recruited from the streets of Tokyo and Yokohama on three-year contracts to meet the cheap labor needs of Hawaiian sugar plantation owners. Picked from the streets of Tokyo and Yokohama, these city dwellers were ill-suited to plantation life, and thus, the recruitment created more problems than it solved, and eventually most of the original emigres were returned to Japan.

Separate living areas were maintained for Japanese, Chinese, Portuguese, and Filipino laborers and this helped to encourage the reproduction of Japanese life in Hawaii. The principal Japanese Buddhist sect which took care of all their social needs was established in the camp by 1900. In 1908, owing to anti-Japanese agitation, a "gentleman's agreement" went into effect with Japan by which the Japanese government stopped granting passports for all laborers, except "former residents," parents, wives or children of residents and settled agriculturists. This was in force until 1924. Japanese leaders began to believe they could apply pressure to the leaders to improve working conditions and in 1900 organized the first major strike of Japanese workers in Hawaii. This strike failed, but as a result in 1920, Hawaii tried to outlaw all Japanese language schools. The attempt failed. Oriental Exclusion Acts were enacted in 1924. These excluded all Asian workers and wives from the United States except if their husbands had established residency and were merchants. A quota for non-working-class men and women was set at 100.

By 1930 Asians, including the Japanese, provided cheap labor for the railroads, canneries, logging operations, mines, fish, meatpacking and salt-refining and agriculture. Executive Order 9066 was issued on February 19, 1942, and basically interned all people of Japanese descent on the West Coast. They were moved to "relocation centers" and forced to sell property for next to nothing. It is estimated that hundreds of millions of dollars worth of property was lost, stolen, or confiscated. Only recently has the federal government acknowledged any wrongdoing in these matters. On February 19, 1967, thirty-four years to the day after the original decree, President Gerald Ford publicly apologized and rescinded Executive Order 9066.

Today the Japanese population in the United States, including Hawaii, numbers about 600,000. The Japanese-Americans have made much progress in the political arena, particularly in Hawaii. In the area of occupational mobility, in 1979, 31% of United States born Japanese males were in the professional-managerial category as compared to 4% in 1940.

Case Study #5: Japanese - The Yasui Family

Yoshiko Korematsu came to California from Japan in 1917 as a "picture bride." This meant that her marriage was arranged by her family and all she and her husband had seen of each other were pictures. Her husband, Tadoshi Yasui, owned a small farm and was becoming successful as a potato farmer. They soon had two children, Natsu, a girl, and Frank, a boy. They were sent to public school but were learning about the Japanese culture at home. During the depression things were difficult but Natsu and Frank stayed in school and graduated. Natsu worked in an export-import company after graduation, while Frank went to a university in San Francisco.

The Yasui's lives were completely disrupted when the President signed an order in 1942 which forced all people of Japanese descent to "relocation camps." There was a lot of fear by some people in the country that the Japanese-Americans would help the government of Japan work against the United States. The Yasui's were very loyal to the United States as were most Japanese-Americans but they were sent to a camp in Arizona. They had very little time to get things together. Tadoshi asked a neighboring farmer to look after their property and many of the family's belongings were stored in a church. Soon Frank joined the Army and the family wasn't reunited until 1944 when they were allowed to return to their farm.

Today Yoshiko and Tadoshi live with their daughter and her family. Frank is a successful businessman and still tries to preserve some of the Japanese culture in his own family.

Famous Immigrants

IRISH

Victor Herbert-composer/conductor
Father Edward Flannagan-founder of "Boys Town"

GERMAN

Carl Schurz-Political activist/editor
Margaretha Schurz- established first U.S. kindergarten
Albert Einstein-physicist/inventor of atomic bomb
Levi Strauss- dry goods merchant, popularized jeans
John Jacob Astor-merchant/financier
Peter Zenger- printer/journalist - landmark case in freedom of the press.
Henry Kissinger-U.S. Secretary of State

AFRICAN

Phyllis Wheatley-poetess/slave

SWEDISH

John Ericsson-inventor/famous for construction of the Monitor
Knute Rockne- Notre Dame Football coach

FRENCH

E. I. Dupont-industrialist who founded Dupont Chemicals
John Audubon-artist/ornithologist, founded international society.

HUNGARIAN

Joseph Pulitzer-journalist

SCOTTISH

Andrew Carnegie-industrialist/philanthropist
Alexander G. Bell- inventor of the telephone

ITALIAN

Anna Maria Alberghetti-opera singer
Arturo Toscanini-music conductor

MEXICAN

Ricardo Montalban-actor, star of "Fantasy Island"
Anthony Quinn-actor

RUSSIAN

Irving Berlin-composer

ENGLISH

Samuel Gompers-labor leader, founded A. F. of L.
Cary Grant-Actor

AUSTRIA

Felix Frankfurter-Supreme Court Justice

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Immigrant Interview

PERSON INTERVIEWED ______________________ AGE _____

PLACE OF BIRTH __________________ ETHNIC BACKGROUND __________

1. What were the conditions like in the place you came from?

____

____

____

2. When did your family come to the U.S.?

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____

3. Why did your family come here?

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____

____

4. What did you expect the U.S. to be like? Were you disappointed?

____

____

____

5. Describe your feelings about leaving your native land, and your passage here?

____

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____

6. What were some of your earliest memories of the U.S.?

7. What were your living conditions like when you first came to the U.S.? How and why did those conditions change?

8. What kinds of jobs did the people in your family obtain?

9. What were some of the effects of immigration on your family life?

10. Were you ever treated unfairly because you were an immigrant? If so, what was the reason? How did you handle the situation? What can be done to eliminate unfair treatment for any reason?

11. Did you and your family believe that life in the U.S. was an improvement over your life in your native country? Why?

TOPIC: IMMIGRANT GROUPS IN THE UNITED STATES

OBJECTIVE: Students will learn where immigrant groups settled in the United States and their contributions to our way of life.

MATERIALS: OUTLINE MAP, p.105.

PROCEDURE:

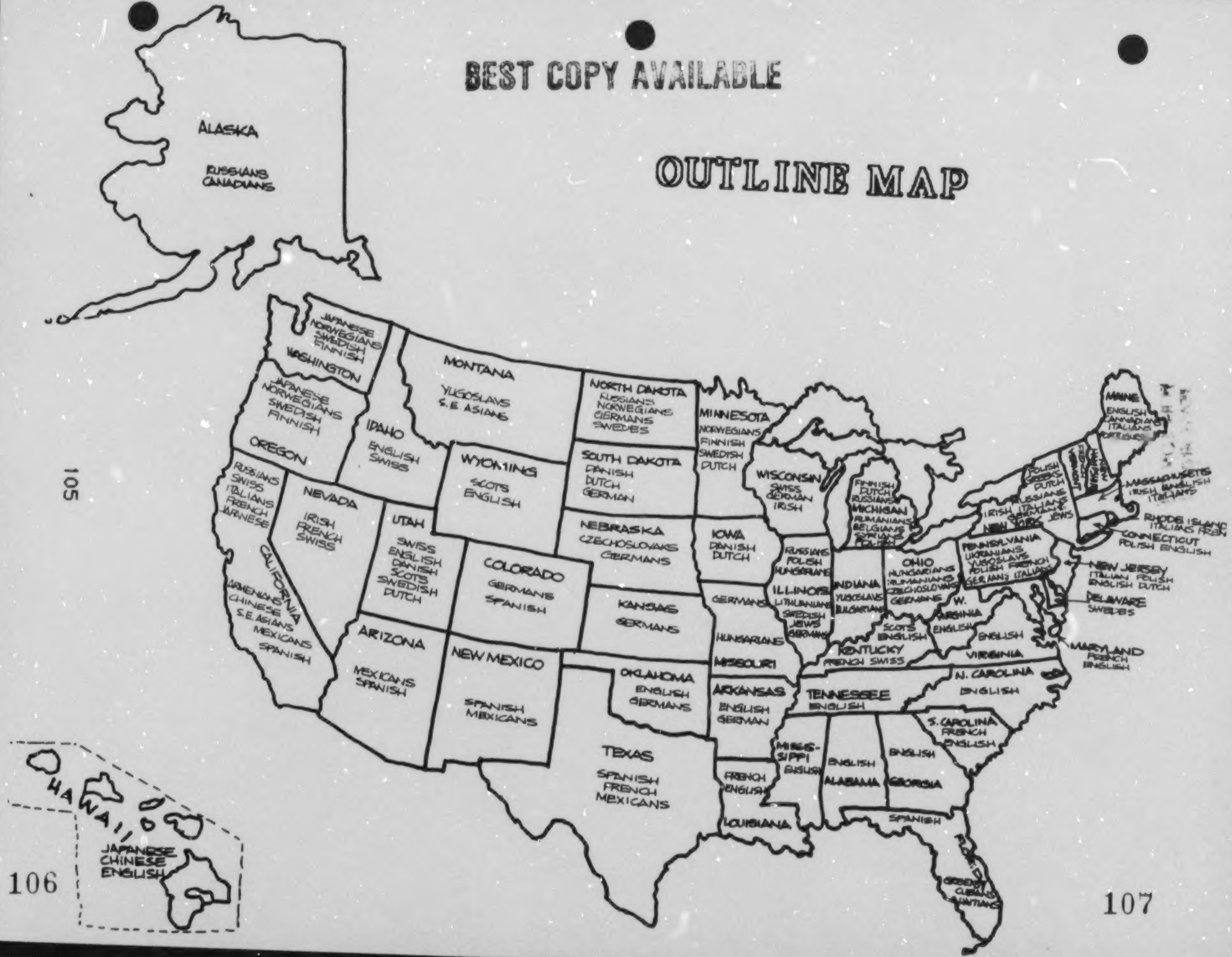
1. Hand out copies of the OUTLINE MAP on p. 105 to the students.
2. Divide the class into groups of 4 or 5 students. Assign each group 5 or 6 immigrant nationalities.
3. Have the students research in the school library, public library and with materials listed in OTHER IMMIGRANT GROUPS Lesson Plan p. 81, to find the following information:
   - What states their chosen nationalities settled in.
   - The reason or reasons the nationalities settled in the particular states.
   - How the immigrants affected the states they moved to and/or what contributions they made to our way of life in America.

LIST OF NATIONALITIES

GERMANS
SWISS
ENGLISH
DANISH
DUTCH
SCOTS
MEXICAN
SPANISH
FRENCH
LITHUANIANS
GREEKS
CUBANS
IRISH
ITALIANS
HUNGARIANS
JAPANESE
NORWEGIANS
ARMENIANS
YUGOSLAVS
CHINESE
UKRANIANS
SWEDISH
BULGARIANS
CZECHOSLOVAK
POLISH
RUMANIANS
PORTUGUESE
FINNISH
BELGIANS
SYRIANS
JEWS
RUSSIANS

BEST COPY AVAILABLE

OUTLINE MAP


ALASKA
RUSSIANS
CANADIANS
JAPANESE
NORWEGIANS
SWEDISH
FINNISH
WASHINGTON
JAPANESE
NORWEGIANS
SWEDISH
FINNISH
OREGON
IDAHO
ENGLISH
SWISS
MONTANA
YUGOSLAVS
S.E. ASIANS
NORTH DAKOTA
RUSSIANS
NORWEGIANS
GERMANS
SWEDES
MINNESOTA
NORWEGIANS
FINNISH
SWEDISH
DUTCH
WYOMING
SCOTS
ENGLISH
SOUTH DAKOTA
DANISH
DUTCH
GERMAN
WISCONSIN
SWISS
GERMAN
IRISH
FINNISH
DUTCH
RUSSIANS
MICHIGAN
RUMANIANS
BELGIANS
SYRIANS
POLISH
RUSSIANS
SWISS
ITALIANS
FRENCH
JAPANESE
CALIFORNIA
ARMENIANS
CHINESE
S.E. ASIANS
MEXICANS
SPANISH
NEVADA
IRISH
FRENCH
SWISS
UTAH
SWISS
ENGLISH
DANISH
SCOTS
SWEDISH
DUTCH
COLORADO
GERMANS
SPANISH
NEBRASKA
CZECHOSLOVAKS
GERMANS
IOWA
DANISH
DUTCH
RUSSIANS
POLISH
HUNGARIANS
ILLINOIS
LITHUANIANS
SWEDISH
JEWS
GERMANS
INDIANA
YUGOSLAVS
BULGARIANS
OHIO
HUNGARIANS
RUMANIANS
CZECHOSLOVAKS
GERMANS
KANSAS
GERMANS
GERMANS
HUNGARIANS
MISSOURI
ARIZONA
MEXICANS
SPANISH
NEW MEXICO
SPANISH
MEXICANS
OKLAHOMA
ENGLISH
GERMANS
ARKANSAS
ENGLISH
GERMAN
TEXAS
SPANISH
FRENCH
MEXICANS
FRENCH
ENGLISH
LOUISIANA
MISSISSIPPI
ENGLISH
ENGLISH
ALABAMA
ENGLISH
GEORGIA
SPANISH
FLORIDA
GREEKS
CUBANS
HAITIANS
TENNESSEE
ENGLISH
SCOTS
ENGLISH
KENTUCKY
FRENCH SWISS
W.
VIRGINIA
ENGLISH
ENGLISH
VIRGINIA
N. CAROLINA
ENGLISH
S. CAROLINA
FRENCH
ENGLISH
MARYLAND
FRENCH
ENGLISH
DELAWARE
SWEDES
NEW JERSEY
ITALIAN POLISH
ENGLISH DUTCH
PENNSYLVANIA
UKRANIANS
YUGOSLAVS
POLISH FRENCH
GERMANS ITALIANS
POLISH
GREEKS
DUTCH
RUSSIANS
IRISH ITALIANS
GERMANS
JEWS
NEW YORK
VERMONT
FRENCH
NEW HAMPSHIRE
MAINE
ENGLISH
CANNADIANS
ITALIANS
PORTUGUESE
MASSACHUSETTS
IRISH ENGLISH
ITALIANS
RHODE ISLAND
ITALIANS FRENCH
CONNECTICUT
POLISH ENGLISH
HAWAII
JAPANESE
CHINESE
ENGLISH

TOPIC: IMPACT OF IMMIGRATION

OBJECTIVE: To examine the impact of "Americanization" from the point of view of the immigrant.

MATERIALS: THE MILLERS: 20 YEARS LATER p. 109, THE SECOND AND THIRD GENERATIONS p. 111, PATTERNS OF AMERICANIZATION (this could be made into a transparency) p. 117, IMMIGRATION LAWS p. 121.

PROCEDURE:

1. Hand out THE MILLERS: 20 YEARS LATER. Divide the class into groups of six, with each group choosing a member of the Miller family. Working together, the group should complete the information for the selected member. The group should then choose someone to either report on or roleplay the group's information on their Miller family member.

2. The teacher should read the articles THE SECOND AND THIRD GENERATIONS on p. 111 aloud to the class.* Discuss the following points:
   - Which generation seemed to be the most "Americanized?" Why?
   - What did each generation consider the greatest factor in becoming American?
   - What could be a negative result of becoming too American by the fourth generation?

3. Using the transparency PATTERNS OF AMERICANIZATION p. 117, read and discuss the first three columns. Then:
   - Divide the class into 4 small groups. Assign each group a generation from the chart. They should decide what problems and what advantages their assigned generation would have.,
   - After about 10 minutes bring the groups together and as a class fill in the last two columns. Teacher can refer to p. 119 for answer suggestions to use in the problems and advantages columns.
   - Ask students where they belong on the chart and if they agree with the information given.

*These articles have adult vocabularies. The teacher should decide if this activity is appropriate for his/her class.

4. Use the games on pp. 215-216 of the ADDITIONAL ACTIVITIES section to focus on some of the feelings the immigrants might have had about immigration.

5. Hand out copies of the list of IMMIGRATION LAWS. Ask the following questions:
   - What was the subject of most of the immigration laws passed in the early 1800's? (conditions on ships that carried immigrants). Why do you think these laws necessary?
   - When was the first federal immigration law passed? (1882) What did it include? (It prohibited lunatics, idiots, convicts, and those likely to become public charges from entering the United States.)
   - What years were laws passed or actions taken that directly discriminated against people from Asia? (1908, 1917, 1921.) When were these restrictions removed? (1952)

The Millers: 20 Years Later

DIRECTIONS: The year is now 1900. Choose a member of the Miller Family (listed below) and tell what has happened during the 20 years that have passed. Some things to consider might include changes in names, occupations, health, social status, residence and marital status.

Johann:

Marlena:

Franz:

Karl:

Emma:

Hermann:

THE SECOND AND THIRD GENERATIONS

A Second Generation Italian

An American in All Respects, Except in Blood

A small town in the foothills of the White Mountains of New Hampshire acclaims me as a native son. My mud-throwing, window-breaking, and shoe-wearing days were in this unfortunate town. To this place my father immigrated from Italy at the age of seventeen. He had attended grammar school in his native country and had worked himself through a cutting and designing school. At present he is head of a prospering business, a deacon of the town's Congregational Church, and treasurer of the local Rotary Club. Mother was also born in Italy, coming to America at the age of four. She is a high school graduate.

I, being more or less a prodigy, or so considered by my fond parents, was sent to school at four. Studies came easily and I finished in ordinary time and went to a couple of preparatory schools to be better prepared for college. Such a foolish idea! I was already developed mentally beyond my age, and being not well developed physically, found my self left out of boys' games. This made me shy and out of place. Although I went in for sports and achieved success, my schoolmates' first impresssions did not seem to change. Every once in a while some one of them would call me a "Wop." At first I fought them, only to receive the worst of the conflict nine times out of ten Under the circumstances, I gradually reverted to silence. As I grew older I began to realize the heritage that was mine, and I pitied the poor fools who attempted to hurt my feelings. Even now though, it hurts when someone uses the expression. Sometimes I feel positive hatred for the poor class of Italians who are responsible for the general low estimation of the race.

Father wished me to speak the Italian tongue, but mother being more thoroughly Americanized, did not share his desire. I learned to understand it fairly well, but not to speak it. To my knowledge I was denied nothing I desired. Intellectually, however, I desired something I could not get at home--the constant use of the English tongue in the most correct manner. I had to rely on school and outside contacts for that.

As my father was broad-minded, he, even in my earliest years, told me to pick the profession I desired. This attitude was really extraordinary in view of the fact that most of the boys that I knew who were sons of Italian immigrants were practically forced into their fathers' trades. Indirectly, I trace my yearning for a literary life to my Italian parentage. One summer I sold subscriptions; this was the most revealing occupation one can imagine. I saw life almost at its worst and learned considerable psychology of human beings besides. Another summer I was a bellboy in a hotel, again learning to gauge people for their worth. I resented the superior attitude of many guests, who were no better than the bell-boys. Another summer I broke up with several jobs. I worked for a time in a factory, whose force was made up entirely of Poles and Lits. Although they were comparatively ignorant, I learned to admire their industriousness and cheerful outlook in America, the land of opportunity.

All close branches of my parents' families are here in America. I do not plan to visit the native land of my parents. Mussolini has passed an idiotic law which considers all foreign born Italians, one generation removed, still under the jurisdiction of Italy. That means if I go to Italy before I am forty-five years old, I shall have to serve two years in the Italian army. Is that right? NO! What do I owe Italy that should compel me to waste two years of my life for her benefit, and even possibly die? Whatever affection I may have had for Italy as a country disappeared with that avaricious law.

My closest friends have always been Americans. In college I became a member of a social fraternity that excluded all but Protestants. The fact that I am not Catholic has gone a long way toward throwing me in with Americans only. I have never wished my parents were of another race, but they have hurt me beyond words. I have brought friends of mine to visit or have a meal with me. My parents are always genial enough, but they often address each other in Italian, which of course is not understandable to guests. They feel at sea, and I feel even more embarrassed. I have had a great deal of trouble with my parents, the basic reason being domestic inharmony between them. It has proved unhappy for everyone. They are never settled. Arguments break out frequently. I prefer to be away when the storm breaks, I am relieved to be away. It isn't really a home as far as happiness goes. Nothing is lacking in the way of finances or comfort, but I hate the parental squabbles, the eternal fighting.

I have never been subjected to contact with newly arrived immigrants. I have nothing in common with them. I feel, however, a pride in the heritage that is mine. I am glad that I am what I am in intellect and soul. But as a perosn, I am American in customs and manners.

From "Immigration and Assimilation" by Gerald Duncan.

A THIRD GENERATION GERMAN

Never Correlated German Grandparents with Self

It is very seldom that I am aware of the fact that I am a third generation immigrant, or that my grandparents were actually born in another country. It is only when I go to visit my grandmother, and that happens only on rare occasions, that I realize how German they are; but I never correlate their being German with myself at all. Both my paternal and maternal grandparents came as brides and grooms to Philadelphia and settled in the German portion of the city. As they became more used to the new country, they mingled more with Americans, and finally moved out of the German section. They apparently did not find it difficult to make this gradual transition to American ways, for they never mention the process. I have often heard them speak of the trip over and its impressiveness, but their acclimation to our ways must have been so gradual through the German groups in which they first lived that they were unaware of the change. The process of reacculturation is a very difficult and tedious adjustment and is rarely totally accomplished when one moves into a new culture when he is fully mature. For this reason my grandmothers, although they are American in many ways, retain some German traits, even after almost fifty years. On the other hand, a relative who was but a year old when he came, grew up and received all his impressions in the new coutnry.

I have never lived in direct contact with people of my own nationality other than my grandparents, and my associations with them were very close in my early years. During vacations my grandmothers began the practice of speaking to me in German. I soon became accustomed to that tongue and believe I could understand anything they might say to me in that language. Although both speak English fluently, they like to use their native tongue with one whom they trained themselves. I am a looking forward to studying German next year, but of course it will not be easy, as I understand merely spoken German, and probably a local dialect at that. Nevertheless, I feel a natural eagerness for the course and expect to enjoy it far more than the Latin and French I have had to take.

I have always taken a certain pride in German accomplishments and traditions. It was only during the World War that I felt pained to reveal my German ancestry, but those days rapidly passed. I always feel a little swell of pride when my professors mention the work of some outstanding German scholar. Other than in this superficial sense, my interest in German things is practically nil. I do not find its history so fascinating as that of other countries, and I am disgusted with it's literature. My father, who probably feels more closely bound to

Germany than I, once, in a moment of ancestral pride, bought a complete set of German masterpieces. Sadly enough, he has read only one or two volumes. I have removed the paper wrappers from several others, but neither of us can appreciate the heavy German style.

My mother speaks German with such difficulty that one cannot understand her, but my father can use it fluently. He finds it very beneficial in his practice, since many of his clients are German-speaking friends of my grandparents. I never feel ashamed of the language, but I am embarrassed when my grandmothers use it in public places. In such localities, anything foreign attracts much attention and makes me uncomfortable. And yet I realize it would hurt my grandmothers to mention this fact. German to them seems far more usual than English.

I have never known any recent immigrants from Germany, but I have seen a friend of my aunt several times. She wears such outlandish Dutchy costumes thatI find it difficult to keep a straight face in her presence. I am sure I should be ashamed were I forced to travel with her in a crowded street car. But I would feel this way about any foreign person; the average American does not like to have notoriety thrust upon him by an odd-looking companion.

My brothers and sisters, from our own views, are not German in appearance. The fact that a friend has discovered that I can translate her first-year German sentences has forced me to recognize my nationality. I take no offense at all; it is a mere coincidence. Doubtless I would retaliate, should a similar occasion arise. On the whole, I am usually unaware that I am a third generation German *immigrant*, but when I actually become cognizant of this fact it does not embarrass me in anyway, except in the instances of going to the theater with my grandmothers: then I certainly wish I were English. On all other occasions, I greatly admire the German race and its works. Even during the World War I place all the blame upon the Kaiser and thus felt at ease to praise (inwardly of course) the courage and pluck of the Germans. I suppose I shall always be slightly prejudiced in this respect, but it is only human to value one's own ancestors and consider them to be the best type.

There are still a few German characteristics in our home. First of all, our style of cooking is predominantly German, because mother learned this art from my grandmother and we are perfectly satisfied with the results. The unused classics represent fine intentions, if nothing else. Our understanding of German and our feeling of pride toward things German are outcomes of our ancestry. Finally, I think that our family all possess some of the German physical and mental traits. We are tall, healthy, good eaters, and active. We are also rather perserverant and conscientious, and possess the German ability to"plug away" at things. Sometimes I become disgusted with myself for being conscientious, but then I attribute it to my inherited nature and forget about it. In these ways we are really German, but we are unaware of the fact unless we pay particularly close attention to them. One may conclude, therefore, that by the time a person is removed from his ancestral home by two or three generations, he has little in common with it and is only slightly affected by its customs.

From "Immigration and Assimilation" by Gerald Duncan.

Patterns of Americanization

From one generation to the next immigrant families changed as they became "Americanized." The chart below shows a pattern of change which sometimes happened. What problems and what advantages might each generation experience.

Generation	Country of Birth	Americanization	PROBLEMS	ADVANTAGES
First generation immigrants	Not born in America. Came to America from another country.	Strongly resisted new ways.		
Second generation immigrants.	Born in America to foreign-born parents.	Started getting away from old ways - started learning American ways.		
Third generation immigrants	Born in America to American-born parents; Grandparents foreign-born.	More American ways than "old" ways.		
Fourth generation immigrants	Born in America; parents grandparents, born in America; great grandparents foreign-born.	Completely Americanized but interested in learning about old ways.		

Patterns of Americanization (Answer suggestions.)

PROBLEMS	ADVANTAGES
Language- won't know English. No adequate job skills for new country.	Bring new skills, culture and ideas.
Not totally one or other. Conflicts with parents.	Know English language could be bilingual Could help parents.
Might not have ability to speak second language.	Know English language very well. Can develop better work skills.
Lose second language and other cultural background. Will be assimilated into society.	

Immigration Laws

1607 Virginia is founded by English colonists.

1789 "The Constitution shall have Power....to establish a uniform Rule of Naturalization."

1790 An Act to establish a uniform rule of naturalization called for a national rule in order to prevent particular states from receiving citizens and forcing them upon others who would not have received them; set the residence requirement at two years.

1795 Act changed residence requirement to five years and specified that a declaration of intention be filed three years before naturalization.

1797 One member of Congress suggested that since the country is fully populated, immigration should stop.

1798 Alien and Sedition Acts authorized expulsion of foreigners considered a threat to the United States and extended residence requirements for citizenship to fourteen years.

1819 "An Act regulating passenger ships and vessels" set a limit of two passengers per five tons of vessel, required minimum supplies of food and water on ships leaving the United States to prevent danger of death by starvation, and laid the foundation for data on immigrants by requiring a manifest of all passengers taken on board ships bound for the United States.

1848 Act set standards for ventilation, cooking facilities, food and water supplies, and sanitation on sailing ships.

1855 Castle Garden immigrant depot opens in New york City to accommodate larger numbers of immigrants.

First Steamship Act established standards for passenger facilities, food and water supplies, passenger space (one passenger per two tons); continued the manifest record; and charged ships $10 for each and every passenger over eight years of age who died on the voyage.

1864 "Immigration Encouragement Act" provided for a Commissioner of Immigration appointed by the President to authorize labor contracts as a means of paying for transportation to the United States. The Commissioner was assigned to collect information on the climate and resources of the United States for distribution throughout Europe. An office was set up in New York to make contracts with railroads for tickets for immigrants.

1875 First federal immigration law bars lunatics, idiots, convicts, and those likely to be welfare cases.

1882 Federal immigration law prohibits lunatics, idiots, convicts, and those likely to become public charges from entering the United States.

1882 Chinese Exclusion Act bars Chinese laborers from entering the United States for a period of ten years (renewed in 1892 and extended indefinitely in 1902).

1885 Foran Act prohibits prepaying immigrants' passage in exchange for services. Applied to unskilled labor, since artisans and professionals were exempt.

1886 Statue of Liberty is dedicated.

1891 Health qualifications are added to immigration restrictions.

1892 Ellis Island becomes clearing-house for imigrants, replacing Castle Garden.

1907 Teddy Roosevelt's "Gentlemen's Agreement" with Japan denies passports to Japanese laborers wishing to come to the United States.

1917 A literacy test is required for persons over sixteen years of age and barred immigration entirely from most of the Asian-Pacific area.

1921 Emergency Quota Act restricted immigration using a quota system based on national origins; favored Northern and Western Europeans.

1924 National Origins Quota Act created a permanent quota system which set limits at 2% of each foreign-born nationality living in the United States in 1890.

1939 World War II began. All immigration ceased.

1948 Displaced Persons Act allowed 400,000 World War II refugees to enter the United States over a four-year period.

1952 McCarran-Walter Act removed former bans on Asiatic and Pacific immigration, retained quota system, and gave top priority to immigrants with superior education and needed skills.

1954 Ellis Island closed. Symbol of ending of mass immigration.

1965 Immigration and Nationality Amendment abolished national origins quota system and allows immigration on a first come, first served basis. This Act ended racial restrictions.

1966 Cuban refugees could become immigrants and seek naturalization.

1975 Vietnamese refugees, reluctantly allowed to enter U.S. at end of Vietnam War.

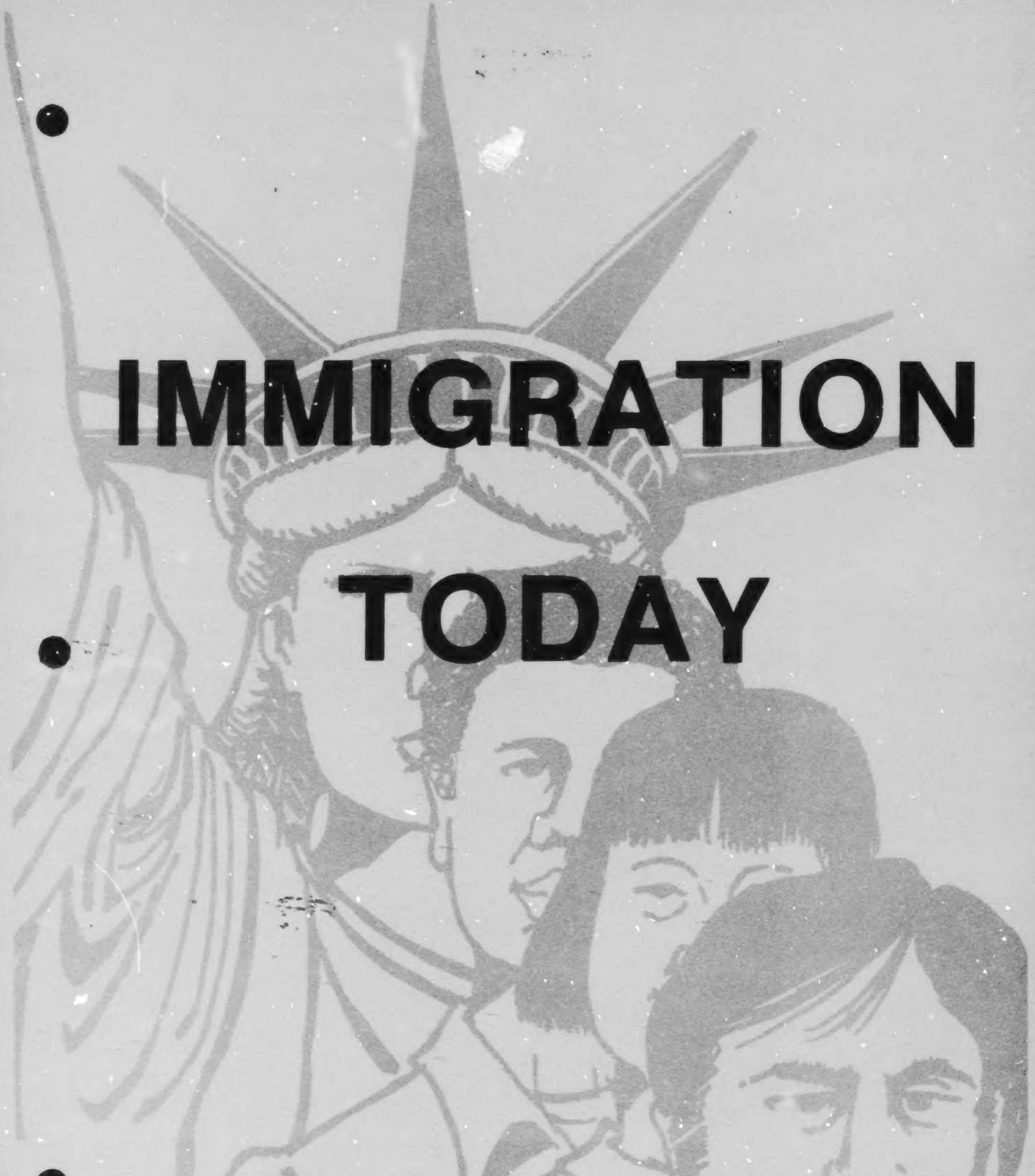
1978 Haitians granted "entrant status" for 6 months until Congress approved residence.

1980 Withdrawal of presidential power for wholesale refugee admissions. Congress must now approve.

1982 Simpson-Mazolli Immigration Act introduced and passed in the Senate. Then sent to the House of Representatives.

1984 Simpson-Mazolli Immigration Act in committee between the House of Representatives and the Senate. Seeks fines for employers of illegal aliens; amnesty and permanent residence status for illegals presently in the U.S.; and higher Mexican immigration quotas.

IMMIGRATION TODAY



TOPIC: BECOMING A CITIZEN

OBJECTIVE: The students will learn the steps that immigrants take to become citizens.

MATERIALS: CITIZENSHIP CHART p. 129, STEPS TO BECOMING A CITIZEN p. 131, (this could be made into a transparency), 5 teacher made cards 8^{1}/2 x 11 (5 or 6 sets depending upon class size) labeled as follows:
"IMMIGRANTS ENTER THE U.S.,"
"IMMIGRANTS MAKE APPLICATION TO THE OFFICE OF IMMIGRATION AND NATURALIZATION,"
"IMMIGRANTS TAKE EXAMINATIONS,"
"IMMIGRANTS HAVE FINAL HEARING," and,
"IMMIGRANTS RECEIVE CERTIFICATE OF NATURALIZATION

PROCEDURE:

1. Divide the class into small groups of 6 students. Each student should take a card and arrange himself in the correct sequence order for becoming a citizen.

2. After giving the students 5 to 10 minutes to arrange themselves,the teacher should read the correct order, to the students. e. g. "Step 1....., Step 2...., etc.

3. Hand out copies of the CITIZENSHIP CHART and have students write in the steps as they appear on the chart.

4. The teacher should then show overhead transparency of STEPS TO BECOMING A CITIZEN on p. 131, and explain some of the details not listed on the students' charts:
   a. After step #1 is finished, an investigation is done on the applicant.
   b. The applicant is then notified to appear before an examiner with 2 U.S. citizens who can testify as character witnesses. The applicant and witnesses are interviewed under oath, apart from each other, in private, by the Naturalization Examiner. The rest of the hearing is open to the public and the candidate may bring a lawyer, friend or other representative.
   c. The witnesses testify that they know the applicant well, have seen him/her in location of stated residence, and describe his moral character and loyalty to the United States.

d. The candidate is given an examination which tests knowledge and understanding of the history, principles and form of government of the United States. Part of the test will examine the candidate's ability to read, write and speak English. (If the candidate is over 50 years old and has legally resided in the U.S. for 20 years, the language requirement may be waived and the candidate allowed to take the test using an interpreter.)

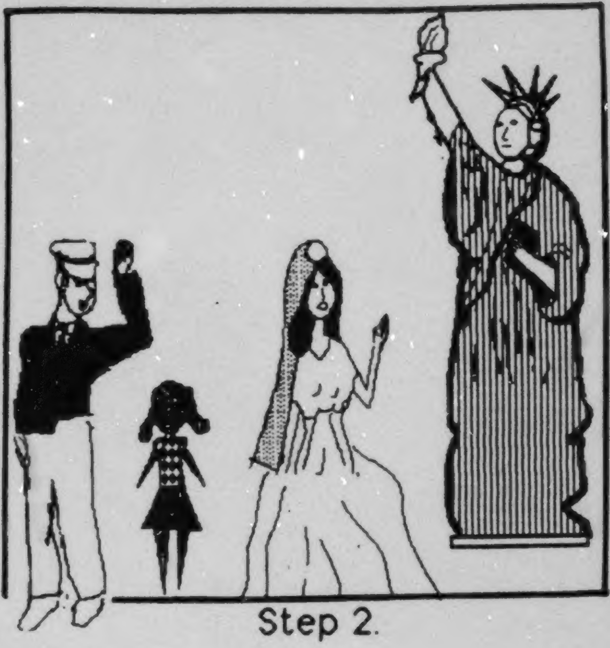
The teacher should then mention the final hearing details as shown on the chart.

Citizenship Chart

Step 1.

____

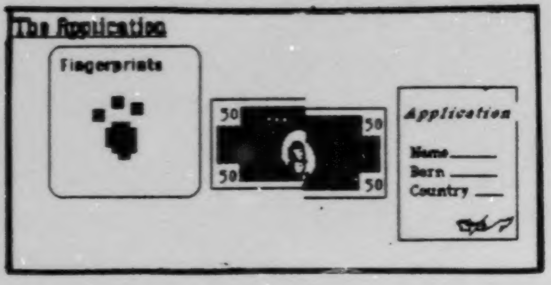
____



Step 2.

____

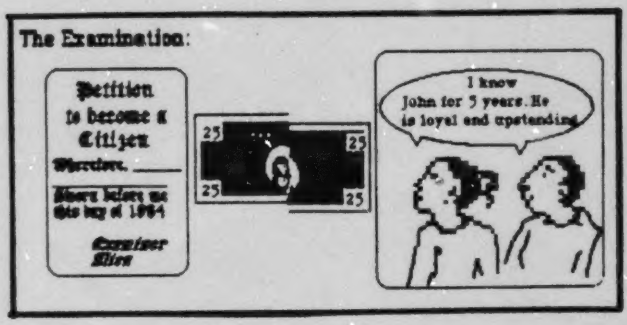
____


The Application
Fingerprints
50
50
50
50
Application
Name
Born
Country

Step 3.

____

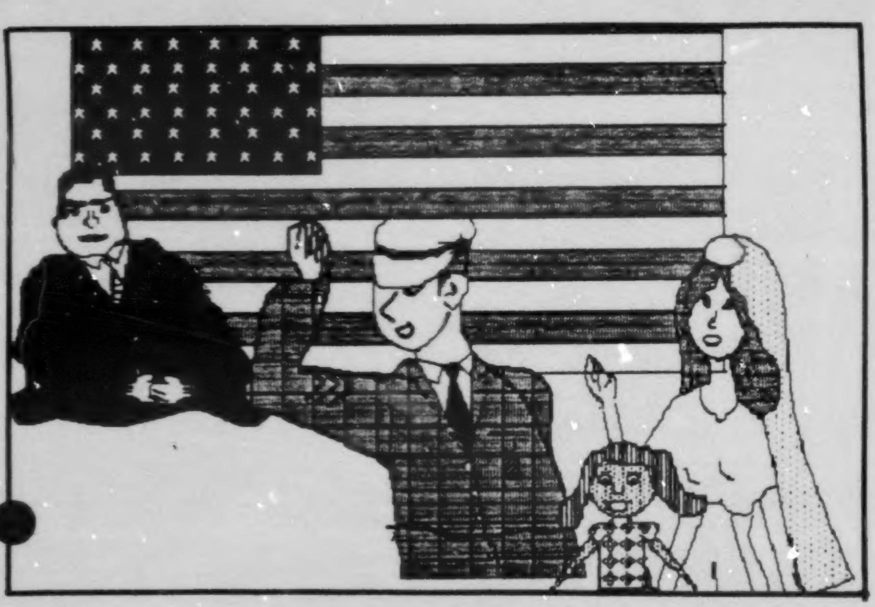
____


The Examination:
Petition to become a Citizen
Whereas
Sworn before me this day of 1984
Examiner
25
25
25
25
I know John for 5 years. He is loyal and upstanding

Step 4.

____

____



Step 5.

____

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Steps To Becoming A Citizen

I. Make application
  A. Submit application to Office of Immigration and Naturalization Service.
  B. Submit a fingerprint (if over 14), a biological information form, a medical form, and an affidavit of support.
  C. Give a $50 fee for filing and 2 color photographs.

II. An examination (after application has been processed)
  A. Must be accompanied by 2 U.S. citizens (serve as witnesses and testify as to qualifications)
  B. Must prove qualifications
    1. Age and residence
      a. 18 years or older
      b. Legal resident of U.S. for at least 5 years
      c. Resident of state from which they seek naturalization at least 6 months
    2. Prove that they have lived by generally accepted moral standards for 5 years.
  C. Education
    1. Must read, write and speak 30 words of English (unless physical handicap or small child or elderly)
    2. Must show basic knowledge of history and form of government of the U.S.
  D. Pay a $25.00 processing fee.

III. Final Hearing
  A. Officers prepare report for the judge (may request additional evidence)
  B. Applicant is notified what judge recommends
  C. Hearing is held 30 days after the examination
  D. Applicant takes oath of loyalty to U.S.
  E. Applicant receives certificate of naturalization and is considered a citizen.
    1. Children under 18 automatically become citizens if at least one parent is naturalized and receives citizenship certificate for them.

TOPIC: MORE ABOUT THE NATURALIZATION PROCESS

OBJECTIVE: Students will gain an understanding of the naturalization process.

MATERIALS: SAMPLE CITIZENSHIP TEST p. 135, OATH OF ALLEGIANCE (a transparency can be made of this) p.141, SUGGESTED CITIZENSHIP PROGRAMS p. 143.

PROCEDURE:

1. Briefly review the previous lesson, outlining the steps that an immigrant takes to become a citizen, either with or without the CHART from that activity.

2. The teacher should inform the class that he/she is going to assume the role of a Naturalization Examiner and give them a Citizenship Test. Using the SAMPLE CITIZENSHIP TEST on p. 135, give students selected questions to answer. After the test is taken and answers checked, the teacher then informs the students who passed.

⇨ Grading by the Naturalization Examiner is strictly subjective. If the Examiner feels that the immigrant has a good grasp of government and history, and is functionally literate, he "passes" the test.

⇨ For an extended learning activity, the teacher could assign students to find out the answers to all of the questions on the citizenship test.

3. The teacher can inform the students that the examiner may advise the candidate about how to complete the written petition. The petition is signed by the candidate in his own handwriting and he/she swears to the truth of its contents.

4. Those students who pass the test can then take the OATH OF ALLEGIANCE on p. 141. Before the teachers show the OATH, they could have the students write their own citizenship oath and then compare it with the actual one. The teacher could go over the oath, phrase by phrase, having students explain what each phrase

means and looking up words in the dictionary, if necessary.

5. Have some or all of the students make a CERTIFICATE OF NATURALIZATION showing that a person is a citizen. The class could vote on the best one. Ask students to consider which part of the process is the most important in transforming an immigrant into an American citizen. Is it the residency requirement, the petitioning procedure, the test, or the certificate which is the most important? Should native-born Americans be required to follow the same procedures? Why or why not?

6. The teacher may want to have a mock naturalization proceeding and/or a citizenship day ceremony. On p. 139-41 are suggested programs as given in Gateway to Citizenship by the Immigration and Naturalization Service which is at the DIMC. More details and sample speeches and addresses can be found in the book.

⇨ This might be a good program to do for a PTO meeting or as a culminating activity for the immigration unit given for other classes or grades in your school.

7. Another follow-up activity would be to invite someone who has been through the naturalization process to speak to the class. Contact SAFEGUARD at 441-3805 for names of speakers.

SAMPLE CITIZENSHIP TEST (with answers)

NOTE: Questions are selected by the examiner at his discretion and given orally to the candidate.

Part I: American History

1. Name the 13 original colonies.
   A. Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Virginia.

2. Who is called the "Father of his country?"
   A. George Washington.

3. What do the stars and the stripes of the United States flag stand for?
   A. Each star represents a state while the 13 stripes represent the 13 original colonies.

4. What are the highest mountains in the United States?
   A. Rocky Mountains.

5. Who was Abraham Lincoln?
   A. He was the 16th president of the U.S. He freed the slaves and saved the Union.

6. What was the Revolutionary War?
   A. It was the war between the 13 colonies and Britain over taxes and freedom. The colonies won the war.

7. When was the Revolutionary War?
   A. From 1776 to 1783.

8. What was the Civil War?
   A. It was the war between the North and South over slavery and economics. The North won the war.

9. What is the name of the national anthem?
   A. The Star Spangled Banner.

10. Who were the Pilgrims?
    A. They were among the first settlers to come to this country seeking freedom of religion. They arrived in Massachusetts in 1620.

11. What is the United States?
    A. It is a federated union of 50 states.

12. What are the four most important documents in the early history of the United States?
    A. The Declaration of Independence, The Articles of Confederation, The Constitution, and The Emancipation Proclamation.

13. What is the capital of the United States?
    A. Washington, D.C.

14. Where does the President live?
    A. In the White House in Washington, D.C.

15. What is the longest river in the United States?
    A. The Mississippi River

16. What is the 4th of July?
    A. It is the Independence Day of the United States.

17. What is the Constitution?
    A. It is the highest law of the United States.

18. Do you know the meaning of the colors of the United States flag?
    A. Yes: red is for courage, white is for purity, and blue is for justice and truth.

19. There have been 16 territorial expansions made by the United States since the Revolution. Name eight.
    A. Lousiana Purchase, 1803; Florida, 1819; Texas, 1845; Oregon, 1846; Mexican Cession, 1848; Gadsden Purchase, 1853; Alaska, 1867; Hawaii, 1898; The Philippines, 1898-1946; Puerto Rico, 1899; Guam, 1899; American Samoa, 1900; Canal Zone, 1904-1979; U.S. Virgin Islands, 1917; Pacific Islands, 1947; Trust Territory, 1947.

20. There have been 39 Presidents in the United States since the Constitution went into effect. Name ten Presidents and give the years they were in office.

A.

George Washington	1789-1797	Chester Arthur	1881-1885
John Adams	1797-1801	Grover Cleveland	1885-1889
Thomas Jefferson	1801-1809	Benjamin Harrison	1889-1893
James Madison	1809-1817	Grover Cleveland	1893-1897
James Monroe	1817-1825	William McKinley	1897-1901
John Quincy Adams	1825-1829	Theodore Roosevelt	1901-1909
Andrew Jackson	1829-1837	William H. Taft	1909-1913
Martin Van Buren	1837-1841	Woodrow Wilson	1913-1921
William Henry Harrison	1841	Warren G. Harding	1921-1923
John Tyler	1841-1845	Calvin Coolidge	1923-1929
James Knox Polk	1845-1849	Herbert Hoover	1929-1933
Zachary Taylor	1849-1850	Franklin D. Roosevelt	1933-1945
Millard Fillmore	1850-1853	Harry S. Truman	1945-1953
Franklin Pierce	1853-1857	Dwight D. Eisenhower	1953-1961
James Buchanan	1857-1861	John F. Kennedy	1961-1963
Abraham Lincoln	1861-1865	Lyndon B. Johnson	1963-1969
Ulysses S. Grant	1869-1877	Richard M. Nixon	1969-1974
Rutherford B. Hayes	1877-1881	Gerald R. Ford-appointed	1974-1977
James Garfield	1881	James Earl Carter	1977-1981

Ronald W. Reagan 1981-

PART II: American Government

1. How does the government get the money needed to carry on its affairs?
   A. By taxation.

2. Where is the original document of the Constitution located?
   A. In the National Archives, Washington, D.C.

3. Who wrote the pledge to the flag of the United States (Pledge of Allegiance)
   A. Francis Bellamy

4. Who elects the President?
   A. The people, through the Electoral College.

5. Who makes the laws for each of the 50 states?
   A. The state legislature of each state.

6. Did we have a government before the Constitution?
   A. Yes, we had a government under the Articles of Confederation.

7. What are the two houses of Congress?
   A. The House of Representatives and the Senate.

8. What body advises the President in making policy decisions?
   A. A cabinet made up of 13 members.

9. What is the 26th Amendment?
   A. That a person 18 years of age or older can vote.

10. In order, name the successors to the President in case the President resigns or dies.
    A. The Vice President, the Speaker of the House, the President pro tempore of the Senate.

11. How long does a Federal judge serve?
    A. For life, unless he or she is charged with unbecoming conduct.

12. What are the three branches of the United States government? Name them and give their main power.
    A. Legislative -- makes laws.
    Executive -- enforces laws.
    Judicial -- judges laws and lawbreakers

13. What are the first 10 Amendments called?
    A. The Bill of Rights.

14. What is a democratic government?
    A. Government by the people through their elected representatives.

15. What are the principles of the United States Constitution?
    A. Liberty, equality, and justice.

16. Is the American government a federation or centralized?
    A. It is a federation.

17. What are the major political parties in the United States?
A. The Democratic party and Republican party.

18. Is the United States a dictatorship, a monarchy, or a republic?
A. A republic.

19. Who is now the President of the United States?

20. Why do you want to become an American citizen?

PART III: English Test

Write the following sentences, completing those which have blanks.

1. I want to be an American citizen.

2. I have a pen in my right hand.

3. This pen has ____________ (blue, black) ink.

4. I came to ______________(state) from ________________ (country) on

______________ (date).

5. I am wearing ____________(color) shoes.

6. Yesterday was a ________________(hot, warm, cold) day.

7. I am working at ________________________________

8. We have ______ children: _________sons and _________ daughters.

9. My first name is ____________________

10. I will do my best to be a worthy citizen.

OATH OF ALLEGIANCE

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen, that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion: so help me God."

From Louise Boggess. Journey to Citizenship. Funk & Wagnells, 1967.

Citizenship Programs

NATURALIZATION PROCEEDING AND CITIZENSHIP DAY CEREMONY
(EVENING SESSION)

1. Opening of court
2. Invocation . . . . *Minister*
3. America . . . . *Sung by entire audience*
4. Motion for admission of petitioners . . . *Naturalization Examiner*
5. Instructions to applicants . . . . *Judge*
6. Administering oath of allegiance . . . . . *Clerk of Court*
7. Address . . . . *Prominent citizen*
8. Song . . . . *High school chorus*
9. Pledge to the flag . . . . *Entire audience*
10. Presentation of flags . . . . *Representative of civic club*
11. Presentation of copies of flag code . . . *Americanization Committee of Patriotic Club.*
12. Distribution to newly naturalized citizens the pamphlet "A Welcome to U.S.A. Citizenship" by Naturalization Examiner
13. Star-Spangled Banner . . . . *Entire audience*
14. Closing of court

Naturalization Proceeding in a United States District Court

1. Opening of court
2. Invocation . . . . *Minister*
3. Motion by Naturalization Examiner
4. Granting of motion by Judge, who turns proceedings over to Program Chairman
5. Advance of color guard
6. Address . . . . *Officer of civic club*
7. Judge directs clerk to administer oath of allegiance
8. Clerk of Court administers oath to applicants
9. Chairman directs advance of colors and rising of audience for pledge of allegiance
10. Pledge of allegiance to flag . . . . *Entire audience*
11. Remarks to newly naturalized citizens by Judge
12. Chairman directs audience to stand for National Anthem and announces it will be sung by Miss ____________________, prominent soprano, audience requested to join in final verse
13. National Anthem
14. Distribution to new citizens the pamphlet "A Welcome to U.S.A. Citizenship" by Judge or Naturalization Examiner
15. Closing of court

Naturalization Proceeding in a Municipal Auditorium

1. Band Concert . . . . *High school band*
2. Opening of court
3. Address . . . . *Presiding Judge*
4. Introduction of speaker . . . . *Presiding Judge*
5. Address . . . *Officer of a National Patriotic Organization*
6. Recognition by court of Naturalization Examiner
7. Presentation of petitioners . . . *Naturalization Examiner*
8. Motion for admission of petitioners
9. Granting of motion by court
10. Administering oath of allegiance . . . *Presiding Judge*
11. Pledge of Allegiance . . . . *Entire audience*
12. Closing of court
13. National Anthem . . . . *High school band*
14. Retirement of colors
15. Distribution to newly naturalized citizens the pamphlet "A Welcome to U.S.A. Citizenship" by Presiding Judge
16. Benediction . . . . *Minister*

NATURALIZATION PROCEEDING AND CITIZENSHIP DAY CEREMONY HELD IN A PARK

1. Concert . . . . *U.S. Army Band*
2. Opening of court . . . . *U.S. Marshal*
3. Advancement of the colors . . . *U.S. Army Color Guard*
4. Address . . . . *Judge*
5. Recognition by the court of Naturalization Examiner
6. Motion for admission of petitioners . . . *Naturalization Examiner*
7. Granting of motion . . . . *Judge*
8. Presentation of Petitioners . . *Naturalization Examiner*
9. Administering of oath of allegiance . . . *Clerk of Court*
10. Recognition by the court of Chairman, Citizenship Committee
11. Greetings . . . . *Chairman*
12. Narration by radio commentator
13. Presentation of American Flag . . . . . *Patriotic Club*
14. Acceptance of Flag . . . . *By a New Citizen*
15. Pledge of Allegiance to the Flag . . *Old and New Citizens*
16. Closing of court
17. Invocation for Citizenship Day Ceremony
18. Welcome . . *Vice Chairman, Citizenship Day Committee*
19. Citizenship Day Proclamation . . . . *Read by Chairman*
20. Address
21. Laying of Wreaths by Representatives of the Thirteen Original States in Honor of the Signers of the Constitution
22. Distribution to newly naturalized citizens the pamphlet "A Welcome to U.S.A. Citizenship" by Naturalization Examiner
23. Singing of the National Anthem . . . *Entire audience*
24. Retirement of the Colors . . . . *U.S. Army Color Guard*
25. Benediction

TOPIC: IMMIGRATION TODAY

OBJECTIVE: Students will be able to identify current immigrants and their reasons for coming to the United States.

MATERIALS: GRAPHS #1 and #2 pp. 151-152, TABLE 1 p. 153,(all 3 could be made into transparencies), BACKGROUND INFORMATION (for roleplay activity), p. 155, ROLEPLAYS p. 159, POLITICAL CARTOON p. 163, THE IMMIGRANT (this could be made into a transparency) p. 165.

PROCEDURE:

1. Direct students to look at GRAPH #1 on p. 151 to discover where the most recent immigrants have come from. (Asia and Latin America). Discuss the following questions:
   - Why have people been coming from that part of the world to live in the United States? (wars, political turmoil, economic problems)
   - Why are more Asians coming in recent years? (Laws restricting Asian immigrants were lifted in 1965).

2. Direct students to look at GRAPH #2 on p. 152 to decide which state has the most registered aliens. (California)
   - Los Angeles has been called "The New Ellis Island." Why do you think it has been called that? (Immigrants go there as they used to go to Ellis Island in New York.)
   - Why do you think immigrants now go to Los Angeles rather than New York? (It's closer to Asia and South America than New York, it has a warm climate and other groups with similar language have settled there.)

3. Ask the students to look at TABLE #1 on p. 153. Discuss the reasons these particular groups of people might come to the United States.

   Mexicans - bad economy in Mexico, easy to cross border, many other Mexicans live here.

   Iranians - bad political situation, would be killed because they disagree with government, low draft age (14)

   Salvadorans - bad political situation, can make better living here, other people here speak Spanish.

Japanese - other Japanese are already established here in large numbers, can make more money here than in Japan.

Chinese - can get better education in U.S. because there are more colleges.

Koreans - can make more money in U. S. and have a better standard of living.

Filipinos - Professional people are getting murdered for political reasons in the Philippines and in the U.S. the same people can earn a better living because of their education and profession.

Could point out on world map where each of these groups are from.

4. Use some or all of the following questions for discussion:
   - What are some possible problems that can be caused by the United States allowing many immigrants into the country today? (possibly take jobs that U.S. citizens might want, schools become more crowded, resentments and fights among various nationalities, not enough housing so cost of housing goes up, higher crime rate, traffic problems)
   - How could we solve the problems? (Not let so many people in as immigrants, plan our cities for future growth, build more schools and highways)
   - Do you think the people who are coming today as immigrants want to stay in the U.S. or would they want to go back to their own country if certain situations changed? Why or why not?

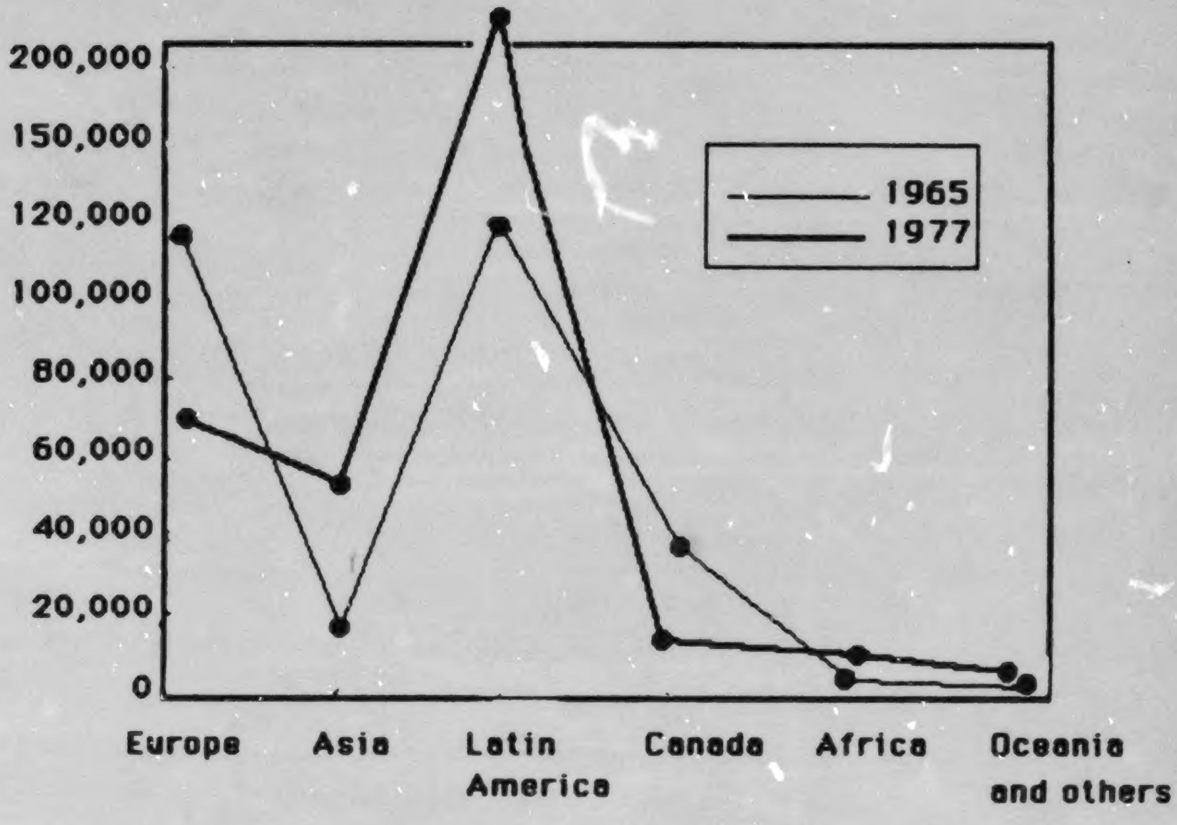
⇨ Before starting the Roleplay activity, the teacher should read or paraphrase the BACKGROUND INFORMATION on the countries on p. 155.

5. Divide the class into groups of three, giving each person a role to play; citizen, non-citizen, or immigration officer. Give each group a ROLEPLAY p. 159(some groups will have to do the same one) and about 10 minutes for the immigration officer to reach a decision as to whether or not the non-citizen should be admitted to the U.S. After the groups have completed their roleplay, discuss each officer's decision with the rest of the class.

6. Hand out copies of the POLITICAL CARTOON on p. 163. Have one or two students read the words aloud and then discuss the followng questions:
   - In what time of history do you think this cartoon was done? What makes you think that? (the early 1980's, because of the mention of Cuba and Haiti - countries from where we've gotten recent immigrants)
   - What do you think is the artist's attitutde about our current immigration laws? What words in the cartoon make you think that? (doesn't like them, uses words such as "on a 2-year trial basis," "temporary residence for 10 years," and "coast guard inspected.")
   - What does the word documented mean? (It means that a person has legal papers to be in this country)
   - Why do you think all the papers are at the bottom of the Statue of Liberty? (could represent all the paperwork with which immigrants have to deal)

7. Show the transparency of THE IMMIGRANT. Discuss the following points:
   - In what way does the songwriter feel that immigration has changed? (immigrants used to be welcome, now they find a "closed door")
   - Does the writer feel good or bad about the change? What make you think that?

Graph #1

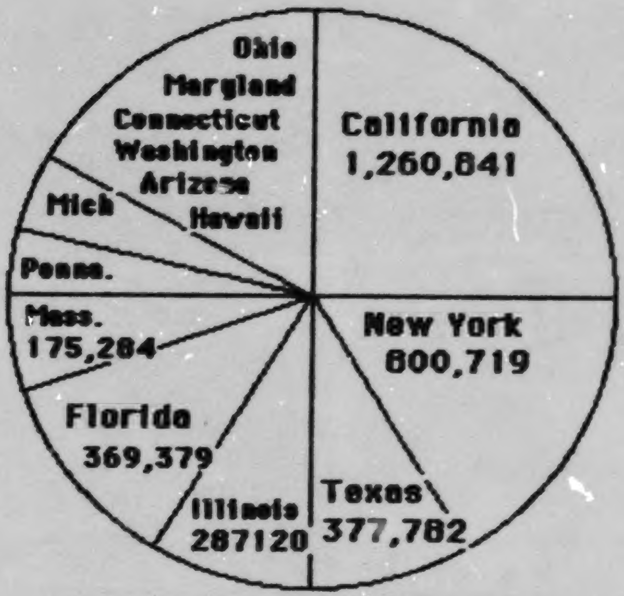


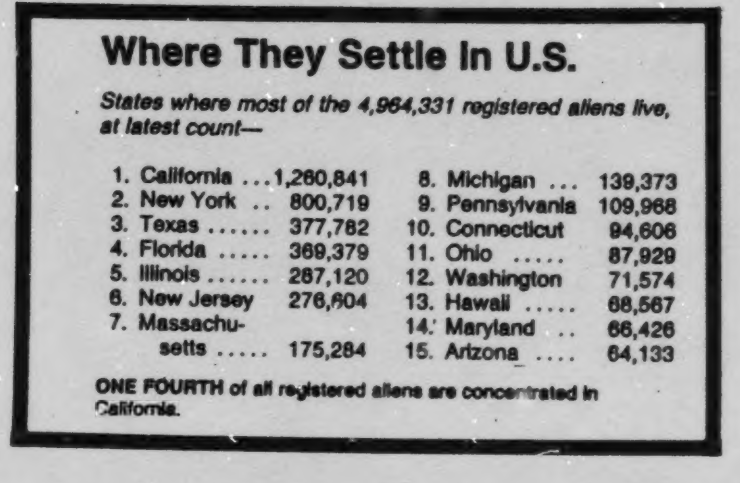
Shifting Origins of Newcomers

Regional Sources of Emigration to U.S.

	1965	1977
Europe	114,329, or 39%	70,010, or 15%
Asia	19,778, or 7%	57,759, or 34%
Latin America	119,364, or 40%	207,611, or 45%
Canada	38,327, or 13%	12,688, or 3%
Africa	3,383, or 1%	10,155, or 2%
Oceania, other	1,516 —	4,092, or 1%
TOTAL	296,697	462,315

Graph #2





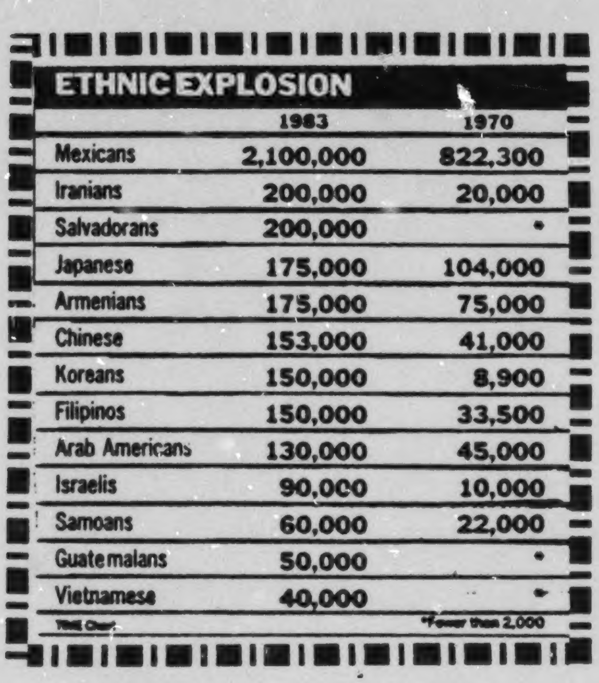
Where They Settle In U.S.

States where most of the 4,964,331 registered aliens live, at latest count—

1. California	1,260,841	8. Michigan	139,373
2. New York	800,719	9. Pennsylvania	109,968
3. Texas	377,782	10. Connecticut	94,606
4. Florida	369,379	11. Ohio	87,929
5. Illinois	287,120	12. Washington	71,574
6. New Jersey	276,604	13. Hawaii	68,567
7. Massachusetts	175,284	14. Maryland	66,426
		15. Arizona	64,133

ONE FOURTH of all registered aliens are concentrated in California.

Table #1



ETHNIC EXPLOSION

	1983	1970
Mexicans	2,100,000	822,300
Iranians	200,000	20,000
Salvadorans	200,000	*
Japanese	175,000	104,000
Armenians	175,000	75,000
Chinese	153,000	41,000
Koreans	150,000	8,900
Filipinos	150,000	33,500
Arab Americans	130,000	45,000
Israelis	90,000	10,000
Samoans	60,000	22,000
Guatemalans	50,000	*
Vietnamese	40,000	*

TIME Chart

*Fewer than 2,000

This table represents the number of peoples of different nationalities who came to Los Angeles, California in 1970 and 1983.

BACKGROUND INFORMATION

HAITI

Haiti is an island in the Caribbean Sea which is south of Cuba. It has few industries and most of the people depend upon agriculture to support themselves. There has been much political unrest in Haiti since 1946. In 1957 a man named Francois Duvalier (Papa Doc) became President. He ruled as a dictator until 1971 when his son Jean-Claude succeeded him. The constitution of the country has never been fully enforced. (Men and women over 21 can vote, but only persons who own property can hold public office.) Jean-Claude, who rules as a dictator, controls the armed forces and a secret police force. Since the early 1970's thousands of Haitians have left the country because of the political situation and poor economic conditions there.

VIETNAM

Vietnam is a country in southeast Asia. The country was divided after local Communist forces defeated the French who had occupied and ruled Vietnam for many years. The U.S. interfered to prevent elections because the Communists would have won.

The war resumed in 1957 when Vietnamese Communists (also known as the VC or Viet Cong) began attacking and fighting in South Vietnam. The South Vietnamese Army, which received military aid and advisors from the United States, fought against the Viet Cong. In 1965 combat troops from the United States began to take part in the war. There were troops from other countries including South Korea, Australia, New Zealand and Thailand which joined them. The Viet Cong were helped by North Vietnamese soldiers. Russia and China supplied the Communists with war materials.

By 1969, the United States had more than 543,000 troops fighting the war. Then the Americans began withdrawing and South Vietnam took more responsibility for carrying on the war. In January, 1973, a cease-fire agreement was signed by the United States, North and South Vietnam and the Viet Cong. However, North Vietnam, South Vietnam, and the Viet Cong did not follow the agreement and continued to fight. The war ended on April 30, 1975, when South Vietnam surrendered to the Communists. Many people who had fought against the Communists fled the country to avoid living under Communist rule and being killed by the government.

SOUTH KOREA

South Korea is a country in Asia, northwest of Japan. It is a rugged, mountainous land with soil that must be heavily fertilized to produce good crops. It became involved in a war in 1950 when it was invaded by the North Korean army. The United States and other countries helped South Korea while Chinese troops joined the North Koreans. Peace came in 1953 but only after incalculable destruction. There has been much political unrest in South Korea since the war. In the1970's, the president at that time, Mr. Park, declared martial law. He was assassinated in 1979. A General Chun took control of the government, extended martial law throughout the nation and arrested leading politicians. He lifted martial law in 1981 and was elected president soon after. Today there are about 39,000 American troops in South Korea because there are still fears of an invasion from North Korea.

The Reverend Sun Myung Moon leads an international religious sect of Buddhists commonly called "Moonies." He became famous in the United States during the 1970's when he emigrated from Korea to attract new believers into his sect. In 1982 Reverend Moon was convicted of income tax evasion, and was sentenced to a prison term which he is now serving.

IRAN

Iran is an ancient country in the Middle East area of southwestern Asia. It's main religion is Islam. For many years it was ruled by men called shahs. The Shah who ruled in the 1960's and 70's made many reforms in the country including distributing land to poor people, giving women the right to vote and building many new schools, and highways. But there were large numbers of Iranians, especially students and intellectuals who accused the shah of ruling as a dictator and of using a secret police force to crush political opposition. Also, a group of Moslems didn't like the shah for his policies that decreased the importance of agriculture and included a trend toward making women equal to men under the law and in terms of job opportunities. There was a revolution and a Muslim religious leader called Ayatollah Khomeini took control of the government. At Khomeini's direction the revolutionaries established many regulations over the lives of the people. For example, men and women were forbidden to swim together, and the use of alcoholic beverages was outlawed. The government has executed large numbers of its opponents and some others who failed to follow its policies which are based on the Koran, the sacred book of Moslems. Iran has also been in a war against its neighboring country, Iraq, since 1980.

CUBA

Cuba, an island in the Caribbean Ocean about 90 miles south of Florida was ruled by a dictator named Batista in the 1950's. In 1953, a young lawyer named Fidel Castro started a revolution against him. There was continual fighting until 1959 when Castro's forces took control of the government. Immediately after the revolution many Cubans who opposed Castro left the country. Most of them moved to the United States. In the meantime the Cuban government seized American-owned sugar plantations, cattle ranches and oil refineries. Castro turned to Russia for economic aid and military assistance. Soon Cuba became a Communist country. The United States has maintained a naval base on Cuba's Guantanamo Bay, which is resented by the Cuban government. In 1980, Castro let anyone who wanted to, leave the island. More than 125,000 refugees came to the U.S. There was a lot of controversy involved with these refugees because large numbers of prisoners and mental patients were reported to have come.

ROLEPLAYS FOR IMMIGRATION TODAY

Citizen (Homemaker)

You feel that people like the Iranians, who have come from dictatorships and are asking to stay in the U. S. as refugees, are using that as an easy way into the States. After all, they may have dictatorships, but not Communist dictatorships, and anyone who is not a Communist has to be all right. People like this who can't get along in their own country won't get along in ours. They take jobs of some good Americans while they're causing trouble.

Non-Citizen (Iranian)

You are asking to stay in the U.S. as a refugee because you oppose the Ayatollah. You feel that his government is very repressive. You feel that you would be a good citizen because you believe deeply in Democracy. The Cubans have been allowed to stay in this country because they fear for their lives in Cuba. You, too, fear for your life in Iran. One does not oppose the Ayatollah and live.

Citizen (Car Dealer)

You feel that part of the reason the United States failed in Vietnam was that the South Vietnamese didn't fight hard enough. Many good American boys died in a fight you could see no real reason for and you hate the humiliation suffered in that war by the United States. The Vietnamese have no money and unemployment is getting worse every day. You understand a little about the Chinese and Japanese, but who are these newcomers? Whoever they are, we did all we could for them, and we aren't obliged to take food from our mouths just to keep them going.

Non-Citizen (Vietnamese)

You were loyal to the South Vietnamese cause in the Vietnam War and aided the American forces by supplying information whenever you could. Your sons died in the army of South Vietnam. Now with their wives and children you have fled to the United States hoping to stay forever. You feel sure that you would be killed should you ever return to Vietnam. You feel that your loyalty to Americans should in some way be rewarded.

Citizen (Owner of a Small Produce Store)

You feel that the Koreans are working their way into the produce industry in hopes of capturing it and possibly that the Korean Central Intelligence Agency may be coordinating the effort. Also, you think that the Koreans are coming to extend the teachings of that crook Sun Myung Moon and his Unification Church. You don't think he is a religious leader but a politician who wants to control American politics.

Non-Citizen (South Korean)

You have decided to emigrate to the United States for a number of reasons. You have a college education and yet there are not enough jobs for college graduates in South Korea. The average income for a year is only $1,500. You have a teenage son who would soon be required to serve in the army for at least 3 years if you stay in your country. The political situation isn't very stable. You have to worry about Communism and North Korea, war and all sorts of restrictions by the government.

Citizen (Union leader)

You feel these people must learn to get along in their own country. It's the duty of our government to keep them out, and if they try and stay, round them up and deport them. You have worked all your life to make things better for the American workers. Now, with so many illegal aliens willing to work for very little, it's harder to negotiate for fair wages.

Non-Citizen (Haitian)

You have smuggled your way out of your country and into the United States. You feel the dictatorship of Duvalier is too cruel to live under. Many of your friends who have voiced criticism of the government of Haiti have been arrested and disappeared. You feel sure that if you are sent back you will be killed. If the United States will not allow you to stay here legally, like the Cubans, you are determined to stay illegally.

Citizen (Car Mechanic)

You feel cheated because, due to the many Cubans who have come to Florida, jobs are getting harder to come by. You resent your taxes being spent on relief for those who can't work. You don't see the sense in the U.S. opening its borders every time another country has problems. Is it fair to give American citizens problems just because they are generous?

Non-Citizen (Cuban)

Castro is the dictator of your country. Since you opposed him, you, and several of your friends escaped to the United States in fear of your lives. You have no money and are willing to do any work to support your family. Because you worked in an American firm in Cuba, and were loyal to American interests during the Revolution, you feel you have a right to a life within its borders. Your problem is the anger and prejudice you are experiencing from the American people. Few seem willing to help you, and you feel that is wrong.

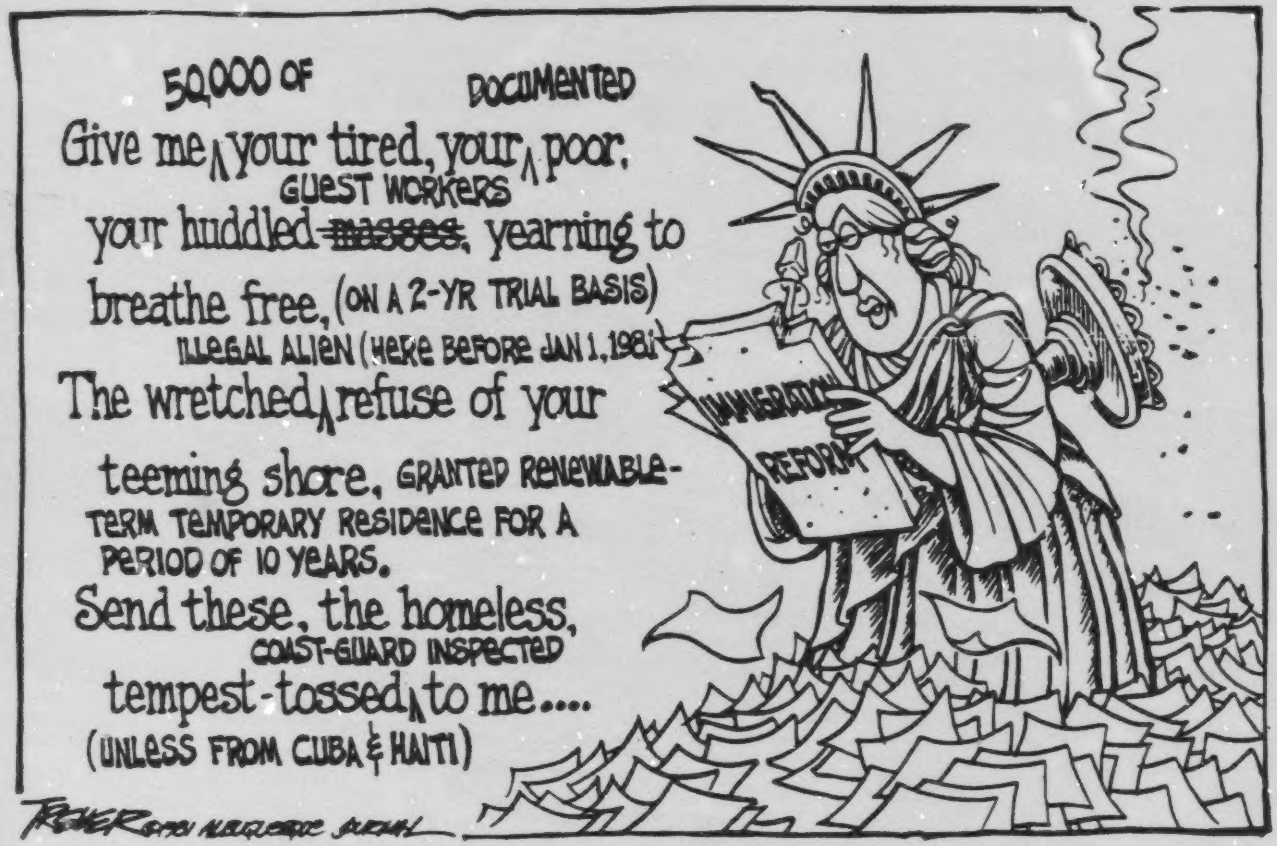
Citizen (Businessman)

You feel you are reacting as any good businessman would. After all, prices are fixed on supply and demand. There are lots of Mexicans looking for work, so wages go down. If they turn into troublemakers, let them go home where they'll really know what poverty is. They know what they agreed to when they came to the U.S. Besides, if they'd save their money, it would be worth a lot more in Mexico, and they could live well between harvests in the States.

Non-Citizen (Mexican)

You have been in the U.S. since the 1960's and were badly needed to harvest crops. You had no schooling for your children, low wages and sub-human living conditions. You and your co-workers are still afraid to organize for fear of mass deportation. After all these years, you feel that you have a right to stay permanently and press for better working conditions without fear. After all, it is a free country, and you want to live here as a human being with dignity.

Political Cartoon


50,000 OF
DOCUMENTED
Give me your tired, your poor,
GUEST WORKERS
your huddled ~~masses~~, yearning to
breathe free, (ON A 2-YR TRIAL BASIS)
ILLEGAL ALIEN (HERE BEFORE JAN 1, 1981)
The wretched refuse of your
teeming shore. GRANTED RENEWABLE-TERM TEMPORARY RESIDENCE FOR A PERIOD OF 10 YEARS.
Send these, the homeless,
COAST-GUARD INSPECTED
tempest-tossed to me....
(UNLESS FROM CUBA & HAITI)
IMMIGRATION REFORM
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THE IMMIGRANT

(Words from a song by Neil Sedaka)

Harbors open their arms
to the young searching
Foreigner
Come to live in the light
of the beacon of liberty
Planes and open skies, billboards
would advertise
Was it anything like that when
you arrived?
Dreamboats carried the future to
the heart of America
People were waiting in line for
a place by the river.

CHORUS:
It was a time when strangers
were welcome here.
Music would play
They tell me the days
were sweet and clear
It was a sweeter tune and
there was so much room
that people could come from
everywhere.

Now he arrives with his hopes
and his heart set on miracles
Come to marry his fortune with
a handful of promises
to find they've closed the door
They don't want him anymore
There isn't anymore to go around
Turning away he remembers he once
heard a legend
that spoke of a mystical, magical
land called America.

TOPIC: ILLEGAL ALIENS/UNDOCUMENTED ALIENS

OBJECTIVE: Students will learn the background of the illegal alien problem and try to figure out a reasonable solution.

MATERIALS: TEACHER BACKGROUND p. 170, COMING TO AMERICA-THE ILLEGALS p. 171, ROLEPLAY p. 179.

PROCEDURE:

1. Before doing this lesson, the teacher should read the BACKGROUND on p. 170.

2. Have students read aloud COMING TO AMERICA-THE ILLEGALS on p. 171. Ask the following questions:
   a. What is the difference between refugees and illegals? Refer students to the definitions of refugee and illegal alien. Then refer to what the article says. (It depends on the official attitude of the United States toward the country the person comes from. Individuals fleeing Communist countries and coming to America, even illegally, are almost always allowed to stay as political refugees. On the other hand, people coming from a place such as violent El Salvador would probably not qualify as refugees since the United States currently supports the government of El Salvador.)
   b. Who make up the largest group of illegal aliens, and how long do they usually stay? (Mexicans, six months)
   c. Why do Mexicans come to the U.S. illegally? (Very high unemployment in Mexico and more and more jobs are done by machinery in Mexico. If they come legally they have to be on a waiting list and be a close relative to a legal resident in the U.S., or a skilled worker, or professional, or have a sponsor willing to provide financial support for up to five years.)
   d. How do people get into the U.S. illegally? (Some pay smugglers (coyotes) to get them across the border, others just come on their own.)
   e. What effect do illegal aliens have on economy? (Many pay taxes, but not many use social services, American employers depend on illegal alien labor, some people say they take jobs Americans turn down while others feel that American workers are hurt, especially minorities, women and young people.)

3. Explain to the class that they will be divided into four groups with a particular role to play. Each group is to decide upon a solution for the illegal alien problem. They are to review the suggestions listed at the end of their background materials (what should be done?) and also the entire article to gather facts to support their solution. They can use either one of the listed suggestions, or make up one of their own.

4. Choose one person to be the President's Advisor and then divide the class into four groups and give them their role play. Have them choose a spokesperson. Each group will be a part of a Presidential Commission on illegal aliens.

5. After the groups have prepared their answer, a spokesperson for the group should orally present his/her group's plan to the others acting as the Commission.

6. Following each spokesperson's presentation, the other members of the Commission, as well as the President's Advisor, may ask questions or challenge the group's report.

7. When all four groups have finished making reports, the President's Advisor will conduct a vote to decide on one solution to recommend to the President. Each group has one vote. If a majority fails to support any of the suggestions, the President's Advisor will decide on his own recommendation to the President based on the Commission's discussion and announce it.

8. When the role playing simulation has ended, the class as a whole should discuss the good and bad points of the solution which was chosen.

9. Have a class discussion on the question: Should the children of illegal aliens living in the United States have a right to go to public school? The teacher can refer to the following background material:

The state of Texas has refused to pay for the schooling of illegal alien children since 1975. Some Texas cities, such as Dallas, bar them entirely from the public schools. Other cities like Houston require high tuition payments which are usually beyond the reach of the parents of these children. Most of the children stay home or wander the streets while school is in session. A few attend privately supported, but limited store-front schools.

A lawsuit filed on behalf of eight families challenged the exclusion of illegal alien children from Texas schools. The families argued that since they paid state and local taxes their children had a right to attend public schools.

Texas replied that if illegal aliens could be denied food stamps, welfare and medical aid by federal laws, then the children of these aliens could be denied a free public education by the state. School officials told the court that it would cost an additional $20 million to educate the estimated 14,000 illegal alien children living in Houston alone.

The two-month long trial held before a Texas federal judge included the testimony of children of illegal alien parents. Some said that brothers and sisters born in the United States were permitted to attend school while they had to stay home.

Finally on July 21, 1980, Judge Woodrow Seals ruled that the illegal alien children had a right to attend public school, "Equal protection of the laws," said Judge Seals, "is meaningless unless it applies to the unpopular as well as the popular, the weak as well as the strong. The undocumented children residing in the state of Texas are entitled to that protection." The state announced that it planned to appeal Judge Seals' decision. What do you think?

TEACHER BACKGROUND
Refugee Act of 1980

1. Redefines "refugee" as a person fleeing persecution based on race, religion, nationality, membership in a particular social group or political opinion.

2. Provides standardized federal funding for up to three years for refugee resettlement programs administered by private voluntary agencies. Each agency is free to raise additional money and design its own resettlement programs.

3. Through 1982, allows up to 50,000 refugees to be admitted to the U.S. In addition, the President, with Congress approval may raise this quota if conditions so require; for 1982, 140,000 slots are allocated. Beginning in 1983, the President must consult with Congress to establish an annual refugee quota each year. The President retains parole authority (primarily intended for individuals, but used in the past to admit large groups) and the right to respond to emergency refugee situations.

4. Allows the government to waive most of the grounds for exclusion from permanent-resident status, such as illiteracy, so that refugees can qualify eventually for citizenship. Moreover, refugees are not counted as part of the world quota of 270,000 or the country quota of 20,000 but are a separate category.

5. Grants asylum to aliens in the U.S. who cannot safely return home; up to 5,000 asylees per year can obtain permission to stay in the U.S.

[Source: Immigration and Public Policy: Who Can Become An American? (Newton, MA: Education Development Center, 1981 Field-test Edition) pp. 87-88.]

REFUGEE STATUS vs. IMMIGRANT STATUS

A refugee enters the U.S. sans visa. He is issued special travel documents by the Department of State declaring refugee status. These papers allow the immigrant to work or go to school during the one year waiting period before he can apply for permanent resident status. Upon completion of the one year residency he can apply for and obtain the "green card." The normal requirements for naturalization now apply, and the immigrant must fulfill the 5 year residency and pass the citizenship test like any other immigrant.

Coming To America - The Illegals

It was the fourth of July, 1980. A group of 27 persons could be seen walking across the desert of Organ Pipe Cactus National Monument in southern Arizona. With the temperature reaching 110^0 by midday, the people ran out of water. Opening the suitcases they were carrying, they began to drink anything liquid -- shaving lotion, deodorants, cold cream. Finally, they drank their own urine. Six of the group collapsed under a palo verde tree before they lost consciousness. Later, when a Border Patrol officer found the six travellers...all were dead.

Who were these people? Their story began in the Central American country of El Salvador, where revolutionary violence had taken the lives of 3,000 people since the beginning of the year. Like many others before them, a group of Salvadorans arranged to flee their country and enter the United States illegally.

Consisting of middle class persons who paid $1,200 each to be guided on the 2,500 mile trip from El Salvador, through Guatemala and Mexico, to the U.S., they began their trip aboard an air-conditioned bus. As they approached the U.S.-Mexican border, they were told they would have to make the last part of their journey on foot. Some of the women in the group wore high heels. None were prepared for hiking through the desert.

They made the illegal border crossing on the night of July 3rd. By noon the next day they were exhausted and out of water. Six died together under the palo verde tree. Other bodies were found scattered over the desert, bringing the death total to thirteen. Fourteen of the group survived.

The Salvadorans whose journey ended so tragically in the Arizona desert were part of a steady flow of illegal aliens across the U.S.-Mexican border. How many of these people entered the U.S.? Where do they come from? Why do they come? How do they manage to slip across the border? Perhaps most importantly to Americans, what effect do they have on the U.S. and its economy? These are important questions to answer because illegal immgration is becoming one of the greatest social problems facing this country today...and one of the most difficult to solve.

How many? Where do they come from?

No one really is sure how many illegal aliens have entered the United States. Estimates have ranged as high as 12,000,000 persons. But, the best guess is that fewer than 4,000,000 illegals are living in the U.S., at any one time. Population experts have discovered that while there is a constant flow of people coming to the United States illegally, there are also people leaving each year. This is especially true in the case of Mexican illegals.

Illegal immigrants come from many different parts of the world. Some enter illegally on tourist or student visas, and then disappear into the population when their visas expire. Others, like the Cuban "boat people" enter the U.S. without government approval, but claim they are political refugees. Those officially recognized as refugees are allowed to remain in the U.S. and become citizens.

Sometimes there is a fine line drawn between refugees and illegals. The difference depends on the official attitude of the United States toward the country the immigrant comes from. For example, individuals fleeing Communist countries and coming to America, even illegally, are almost always allowed to stay as political refugees. On the other hand, the Salvadorans who died last summer in the Arizona desert after fleeing their violent homeland would probably have not qualified as refugees since the United States currently supports the government of El Salvador.

Mexicans make up the single largest group of illegal aliens currently coming into the United States. About 3,000,000 of them are probably living in the U.S. today. However, many of these illegals remain in this country only temporarily. They usually get an unskilled, low paid job which does not last very long. Once the job is over, they often return to Mexico. Wayne Cornelius, a political science professor at the University of California at San Diego, claims that the average stay of Mexican illegals is around six months. Of course, some remain for much longer periods of time, while others are caught and deported. In1979, just over one million persons, the majority of them Mexican, were arrested by immigration officers.

Why do they come?

Luis Gomez (not his real name) lives alone in a rented trailer in Houston, Texas,. Gomez, who is 39, has a family now living just over the Texas border in Mexico. He and his family have at different times lived together and apart in both the U.S. and Mexico. As a Mexican citizen, Gomez has come to the U.S. illegally several times. The last time, he had a false birth certificate which cost him $60. At home in Mexico, the most he could earn would be about $50. a week. In Houston, he works as a painter's helper for $200. a week. To Luis Gomez, it makes a lot more sense for him to work in Houston. To do so he must illegally cross the

U.S.-Mexican border, something less important to him than the welfare of his family.

Like Luis Gomez thousands of Mexicans, some with their families cross illegally into the U.S. each year looking for work. They come because they are driven to do so by the conditions in Mexico. The population is increasing rapidly. It is expected to grow from 60 million to 130 million between 1974 and the year 2000. Currently, the unemployment rate in Mexico ranges between 25% and 50%. Of those who do find jobs, 60% work for very low wages. In numerous rural villages, and in squatter slums outside the major cities of Mexico, poverty threatens the survival of many families.

Bad economic conditions have contributed to the problems of many Mexicans. For example, much of the land previously used to grow food for Mexico's increasing population is now used to grow money crops -- vegetables for export to the United States. As a result, large quantities of basic foods like beans are imported at high prices. The laborers on the big farms growing these export crops have been replaced by machinery. Unemployed farm workers and their families therefore drift to the big city slums. Many decide to join the thousands of illegals crossing the border into the U.S., in search of work.

Under the current U.S. immigration law, only 20,000 Mexicans may legally immigrate into this country each year. However, there is a two-year waiting list. In order to even get on the list, a Mexican must be a close relative to a legal resident in the U.S., a skilled worker or professional, or have a sponsor willing to provide financial support for up to five years. For many poor and unemployed Mexicans, these restrictions make it almost impossible to immigrate legally to the U.S.

Most Mexicans do not really want to immigrate to the U.S. permanently. They just want to get a job, make some money, and then return home.

How do they come?

Possibly as many as 3,000,000 people attempt to cross the U.S.-Mexican border illegally each year. At the busiest point, from Tijuana into the U.S., up to 3,000 illegals attempt to slip over the border every night. The Border Patrol estimates that only one-third of these people are caught.

A "war zone" of sorts exists along the border where government agents use helicopters with searchlights and electronic sensors planted on canyon paths to detect illegals. Thousands are arrested, deported, and arrested again in attempts to reach temporary safety within the U.S.

Smuggling illegals into the United States is a big business along the Mexican border. In the Tijuana area just south of San Diego, 100 organized bands with 15,000 "guides" take in millions of dollars a year. Many trying to cross into the U.S. learn that their chances of making are much better if they pay someone to smuggle them in. "Amateurs" attempting to enter the U.S. on their own are more often than not caught by the U.S. Border Patrol.

The smugglers call the illegals **pollos**, or "chickens." The smugglers themselves are called **polleros** , or "chicken handlers." The going rate for each "chicken" is $200 to $500. A "guide" taking a small group of illegals over the border may earn up to $6,000 for one crossing. Hundreds of others are employed to recruit illegals, prepare false documents, and drive the "chickens" to their destinations.

The **polleros** have organized a system of transportation, hideouts and bribery which enables them to move a steady stream of illegals into the United States. With their "guides," the illegals walk, swim or are driven into the country. A few are even transported by boat or airplane.

Some illegals pay the smugglers in advance, often with money borrowed from a village loan shark in Mexico. If they are caught, there are no refunds. Most, however, promise to pay after getting a job in the U.S. If they fail to do this, the smuggler merely phones their names to the U.S. Immigration and Naturalization Service (called **La Migra** by the illegals).

Sometimes "guides" abandon illegals in the desert when they are injured or become ill. Other times Mexican bandits rob, rape or murder them. Yet, they still come, driven by the desire to help themselves and their families survive.

There are nine Border Patrol stations along the1,952 mile boundary separating Mexico from the United States. Border Patrol officers are responsible for stopping aliens from illegally coming into the country. Trials for the many thousands who are caught would cause a tremendous burden on the federal court system. Consequently, most illegals are detained and then deported by simply being bussed across the border. Quite often, they try again to cross into the U.S. within a few days. Obviously, this situation has made the job of the Border Patrol an impossible one, and very frustrating.

What effect do they have on the economy?

There is little doubt that the main resason most Mexican illegals come to the U.S. today is to work and make money. Most are not interested in welfare, union membership or becoming citizens. The majority stay until their jobs end or they save a certain amount of money. Then, they return to Mexico.

While they are in this country, illegal aliens and their families are unlikely to use American social services because of the fear of being reported. In a study completed by the U.S. Department of Labor, few illegals benefitted from hospitalization (27%), unemployment insurance (4%), food stamps (1%), or welfare (0.5%).

On the other hand, over 70% paid Social Security and federal income taxes. Illegals also contribute to local and state income, property and sales taxes. In San Diego County, local officials estimated in 1979 that illegal aliens there benefitted from $2 million worth of social services. But, illegals paid nearly $50 million in taxes.

It has been clear for a long time that many American employers need and depend on illegal alien labor. At the present time, while it is against the law for illegal aliens to seek jobs in the U.S., it is not unlawful for an employer to hire them. One Houston building contractor recently told the **New York Times**: "If you took all the Mexicans out of Houston and sent them back, the economy of the city would be crippled." Employers like this contractor argue that illegals are willing to work for low wages in jobs which would not even exist at the higher rates of pay demanded by American workers. An estimated 25% of illegal workers are employed for less than the minimum wage ($3.35 per hour). Throughout much of the country, ranks of crop pickers, ditch diggers, busboys, dishwashers, parking lot attendants, hotel maids, and workers in clothing factories are filled with illegal aliens.

Some employers say that they prefer illegal alien workers because they are willing to work for lower wages, and they seldom complain about working conditions or demand their legal rights. For example, illegals harvesting crops in hot dusty fields rarely protest when they are not provided with fresh water or clean toilets. Obviously, employers of illegal workers like them, because they can be easily exploited or cheated. Some employers have been known to refuse to pay their illegal alien workers, knowing that they would be afraid to report this for fear of being turned in to the immigration service.

Perhaps the greatest worry Americans have about illegal aliens is the belief that they take jobs away from U.S. citizens. There is a great debate among people today over this issue. No hard numbers have been produced which show how seriously American workers are hurt by illegal aliens taking jobs they could fill.

Some experts believe that illegal alien workers generally take hard, lowpaying jobs that most Americans turn down. The former Commissioner of the Immigration and Naturalization Service, Lionel Castillo, has stated that he believes illegals create jobs and thus benefit the economy. "Some individual workers get hurt.." he said, "But as a country, our economy is strengthened..."

Secretary of Labor Ray Marshall, however, disagreed with Castillo. Marshall is convinced that illegal immigration "hurts American workers (especially) minorities, women and young people."

An illegal alien worker recently told a reporter for the Los Angeles Times that he felt anger directed against him from American workers. "Their anger hurts," he said, "but we have no choices. Our families must live too."

What should be done?

Most Americans believe that something should be done about the massive illegal border crossings from Mexico, but so far little has been accomplished. One reason for the inaction is that Mexican workers not only benefit themselves and their families, but also certain employers in this country. Nevertheless, numerous proposals have been made to deal with this unique problem. They are outlined below.

1. **Border Fence:** In 1979, construction started on a fence along a major illegal alien border crossing area near El Paso, Texas. Another fence was begun south of San Diego. The multi-million dollar chainlink fences are nine to ten feet high. The original design called for punched-out metal with edges sharp enough to slice off fingers and toes. This design was abandoned after protests by Mexican-American organizations. Called the "Tortilla Curtain" the fences have not even been completed, yet parts of them have already been ripped down. In places, holes have been cut big enough to drive a vehicle through. To be effective, the fences would have to be constantly guarded by perhaps thousands of Border Patrol officers or even soldiers.

2. **Carter Plan:** In 1977, President Carter made a three-part plan to try to solve the illegal alien problem. First, "undocumented aliens" arriving in the U.S. before 1970 would be allowed to stay in the U.S. as "permanent residents." Second, those who entered the U.S. between 1970 and 1977 would be granted "working status" for five years before they would have to leave the country. Third, employers hiring illegals after 1977 would be fined $1,000 for each worker they employed. This plan died in Congress.

3. **Right to Work:** What do the illegals themselves think should be done? In 1980, two California sociology professors, Dr. Reynaldo Baca and Dr. Dexter Bryan, reported their findings in a study they conducted which involved interviews of illegal alien workers from Mexico. Baca and Bryan found that most illegals they interviewed did not want to stay in the United States permanently. They wanted to have "permanent resident" status in the U.S. which would allow them to live and work both in this country and in Mexico. This would also enable them to qualify for certain "residency rights" such as schooling for their children, medical services, and unemployment benefits.

4. **"Guest Workers"** : Recently, a plan has been made to hire a certain number of Mexican workers each year, as needed, to fill unskilled

and low paying jobs. Each Mexican worker would be granted a six month work permit and be allowed to move from job to job during the time of the permit. A major part of the money earned by these workers would be withheld. It could be collected only after they returned to Mexico. This plan is supported by some U.S. employers, but labor unions are critical of it. They say that this plan is similar to the "bracero" program. For over 20 years, this program allowed Mexicans to work temporarily in the U.S. for low wages. Labor leaders opposed this program at the time because they claimed it kept wages down and put Americans out of work. The bracero program ended in 1964. Some believe that the massive illegal border crossing problem was a direct result of its discontinuance.

5. **Aid to Mexico:** Others who have studied the illegal alien situation believe that something should be done to eliminate the basic cause of the problem: the poor economic conditions in Mexico. These experts propose that the U.S. should substantially increase economic aid to Mexico, enabling it to put more of its own people to work at better wages.

From Bill of Rights in Action, Constitutional Rights Foundation. March, 1981

THE PRESIDENT'S COMMISSION ON ILLEGAL ALIENS
ROLEPLAYS

TEACHER DIRECTIONS: Cut these roleplays on the lines and give to the appropriate group or person.

Employers of Illegal Aliens

You claim that you need a supply of unskilled laborers willing to work at hard jobs for low wages. You say it is difficult to get Americans to take such jobs.

Labor Unions

You are convinced that illegal alien workers take jobs away from Americans and keep wages low.

Border Patrol

You are frustrated over the fact that the U.S.-Mexican border is like a revolving door. Border Patrol officers pick up thousands of illegal aliens. Often they are merely sent back to Mexico to try again.

President's Advisor

You represent the President who wants to develop an effective plan for dealing with the illegal alien problem. You have no position, but will act as chairperson of the Commission. Your job is to put together a plan which all members of the Commission can support and recommend. If the Commission is divided at the end of the meeting, you will make your own recommendation to the President.

Friends of Illegal Aliens

You are a group of Americans who sympathize with and represent illegal aliens. Your position is that aliens do not want to break American laws by crossing over the border unlawfully, but they are driven to do so by their desperate need to support their poverty stricken families. Some of them cannot live safely in their native country because of their political beliefs.

TOPIC: IMMIGRANTS IN BOULDER COUNTY

OBJECTIVE: Students will learn about recent immigrants coming to the local area.

MATERIALS: NEWSPAPER ARTICLES pp. 183-4.

PROCEDURE:

1. Distribute copies of the newspaper articles.
2. After students have read the articles discuss the following questions:
   - From what part of the world have these "new" immigrants come? (Asia--Cambodia and Vietnam)
   - Why have these people come to the United States? (Bad political situation in their own country--would possibly be killed if stayed there, want "freedom")
   - What is different about the immigration of these people as compared to the immigration of people earlier in our history? What is the same?

Ai Do, his wife Hao and their son Dat arrived in the United States in 1980. The story of their flight matches the horror stories of thousands of refugees who have fled countries embroiled in political chaos.

They left behind three daughters, a son and their businesses, and arrived in Boulder with nothing. Sponsored by Boulder's First Presbyterian Church, the Dos are inching their way back toward a stable existence.

For the Dos, life in this country is described in terms of "having" and "not having."

Through his broken English, Ai's sincerity as well as the intensity of his beliefs come across."Here we have freedom," he said. "If I want to go outside, there are no police. If I want to go to Denver, I just go. In my country there are always police. I would have to get permission to go anywhere.

"In Vietnam," he said. "you must have a lot of money to get clothes and medicine. Here, we get the food, clothes and medicine we need. Every three or four months, I send my children in Vietnam clothes and medicine because they cannot get them."

Ai hopes to bring the rest of his family to the United States, where, he said, there's equality. "I like this equality. If we are Black, African, Cambodian, Laotian, there's no difference."

Little remains of the affluence of the Dos' existence in Saigon, where Ai ran a pharmacy and Hao managed their beauty shop and clothing store.

The family's income now comes from Hao's work as a seamstress. Ai receives a small disability pension because of his poor vision. "I am in this circumstance, yes," Ai said, referring to their meagre existence, "but at least we are alive and free."

HAO, AI AND DAT DO

Cambodian family helps countrymen escape communism

By TINA SCHEELE
Times-Call Staff Writer

Outside it looks like any other home in this fashionable northwest Longmont subdivision.

Flowers line the drive; the lawn is freshly cut. The only clue that something about this house is different from its neighbors is at the front door: a row of sandals and shoes are lined up neatly by the front step.

Sovannary Um and her husband, native Cambodians, have opened their attractive suburban Longmont home to their fellow countrymen — relatives, "far distant" relatives and friends — for three years.

Some have gone to their own homes and apartments. Some have stayed. The lineup of the many different-sized sandals shows the continuing presence of these special guests.

But all who have passed through their welcoming door have told the same story: the tragedy of life under communist-controlled Cambodia.

"Everyone has lost at least one person in their family from communists," said Um's cousin, Chan Rith, whose mother, father, brother and two sisters died of starvation under the communist-ruled country.

Um, who worked at the American embassy in Cambodia in 1975, left the country before most of the holocaust occurred. She and her husband, who both work at IBM, have made a successful life for themselves. Their home is decorated in the typical American suburban decor with the furniture, plants, television set could be in any other home on the street. Only a few hand-carved paintings, a vase or two and other artwork — treasures Um was able to pack in the two hours' notice she received before being evacuated — remain from her life before.

But the Ums have not forgotten. They share their home and success with anyone who asks. When asked why she answered the letters from relatives and friends who were living in refugee camps, Um said, "I want to help them. They are my own blood, the same nationality. I've got to help them."

Rith and one of his surviving sisters are among Um's houseguests. Another is Sitha Thach, 22, who was separated from his family in 1975 and placed in a forced labor camp. His family was killed, but he escaped in 1979 and after 10 months in refugee camps was sponsored by an Aurora family. When he recently got a job at Longmont Foods, Ums gave him a place to stay.

The story Um has heard of the communist regime is the same told by many Cambodian refugees: families were separated and sent to farms and other labor camps where the work was grueling, the food scarce and medical care non-existent. "People died from killing, starvation, sickness and overwork," Thach said.

And those with educations and professions — doctors, teachers, businessmen — were killed, Thach and Rith said. "They don't like rich people with education," Rith explained.

Adjusting to a new life in America hasn't been easy — there was a new language to learn, jobs to find, cultural differences.

And there is the grief they bring with them from the tragedies they escaped. Even Um knows of that grief personally — her husband hasn't seen or heard from his family since 1974 when he was in America studying. He didn't return; his family didn't leave (Cambodia). "We have heard from people that are still alive, but we know nothing," Um said.

But the adjustments can be made with a little help from friends. Um said all the Cambodians she has sponsored have learned English, and some, such as Thach, are studying for a high school diploma, through classes offered by the St. Vrain Valley School District. They also have found work, usually in assembly-line occupations, have bought cars and are learning to live a "new life," as she put it.

Looking back on the past three years, she said quietly, "I am glad they are all here ... safe."

TOPIC: DEPORTATION

OBJECTIVE: Students will gain some understanding of the deportation process.

MATERIALS: TEACHER BACKGROUND p. 187, DEPORTATION CASE STUDIES #1 and #2 p. 189.

PROCEDURE:

1. The teacher might want to read the BACKGROUND on p. 187 before beginning this lesson. Discuss the meaning of deportation- when the government orders an alien out of the country, usually back to his/her native land.

2. Have students read aloud or to themselves DEPORTATION CASE STUDY #1. Then ask the following questions:
   - What do you think the court's decision should have been? Why?
   - Should the fact that John Lennon was a popular rock star have anything to do with whether or not he should have been allowed to stay in the country?
   - What if he had been a former president of a foreign country and had come to the United States seeking political refuge?
   - What if he had been a drug dealer?

3. Read or paraphrase the court decision about John Lennon: (The court ruled in favor of John Lennon. It said, "If, in our 200 years of independence, we have in some measure realized our ideals, it is in large part because we have always found a place for those committed to the spirit of liberty and willing to implement it....Lennon's four year battle to remain in our country is testimony to his faith in this American dream." The court ruled that the British law under which John had been convicted was unjust by U.S. standards. On July 27, 1976, John Lennon received his long awaited green card and became a permanent resident of the U.S.)

4. Have students read aloud or to themselves DEPORTATION CASE STUDY #2.

5. Use the following questions a) as a class debate, dividing the class into small groups, each one arguing one side of the question; b) as a written assignment, each student presenting his/her position and defending it; or c) as a general class discussion:
   - Do you think that Ms. Ramos should be deported?
   - If you were Ms. Ramos what arguments would you make to support your right to be in the United States and your right not to be deported?
   - If you were the federal government, what arguments would you make for the right to deport Ms. Ramos?
   - Do you think a person that may be deported should have the same rights that a citizen has in a court case?

Teacher Background

⇨ Detailed information about the laws regarding deportation can be found in the Immigration and Nationality Act from the U.S. Government Printing Office (also available at DMIC). The following information is paraphrased from the Act.

Some of the general classes of deportable aliens are as follows: any alien shall be deported if he/she

1. entered the U.S. and should have been excluded at the time (the list of reasons can be found on pp. 10-11 of the "United States Immigration Laws" pamphlet);
2. entered the U.S. without inspection;
3. becomes institutionalized at public expense (within 5 years);
4. is convicted of a morals crime;
5. becomes an anarchist, a member of the Communist party or of an organization that advocates opposition to all organized government;
6. becomes a public charge from causes not shown to have arisen after entry;
7. is admitted as a non-immigrant and failed to maintain that status;
8. is convicted of violations of drug laws;
9. becomes a manager of a house of prostitution;
10. aids any other alien entering the U.S. illegally;
11. is convicted of any weapons violations;
12. violates the Alien Registration Act;
13. presents a danger to the government of the United States;
14. was associated with the Nazi government of Germany.

Any alien taken into custody may be continued in custody, be released under bond in the amount of not less than $500 or be released on conditional parole.

A special inquiry officer conducts the proceedings to determine the deportability of any alien. The officer administers oaths, presents and receives evidence, interrogates, examines and cross-examines the alien or witnesses. The officer makes a determination as authorized by the Attorney General, including orders of deportation.

The alien must be given notice, "reasonable under all the circumstances" of the nature of the charges against him and of the time and place at which proceedings will be held. The alien has the privilege of being represented (at no expense to the Government) by a counsel authorized to practice in such proceedings. The alien has a "reasonable" opportunity to examine the evidence against him, to present evidence in his own behalf, and to cross-examine witnesses presented by the Government. No decision of deportability shall be valid unless it is based upon "reasonable, substantial, and probative evidence."

Deportation Case Studies

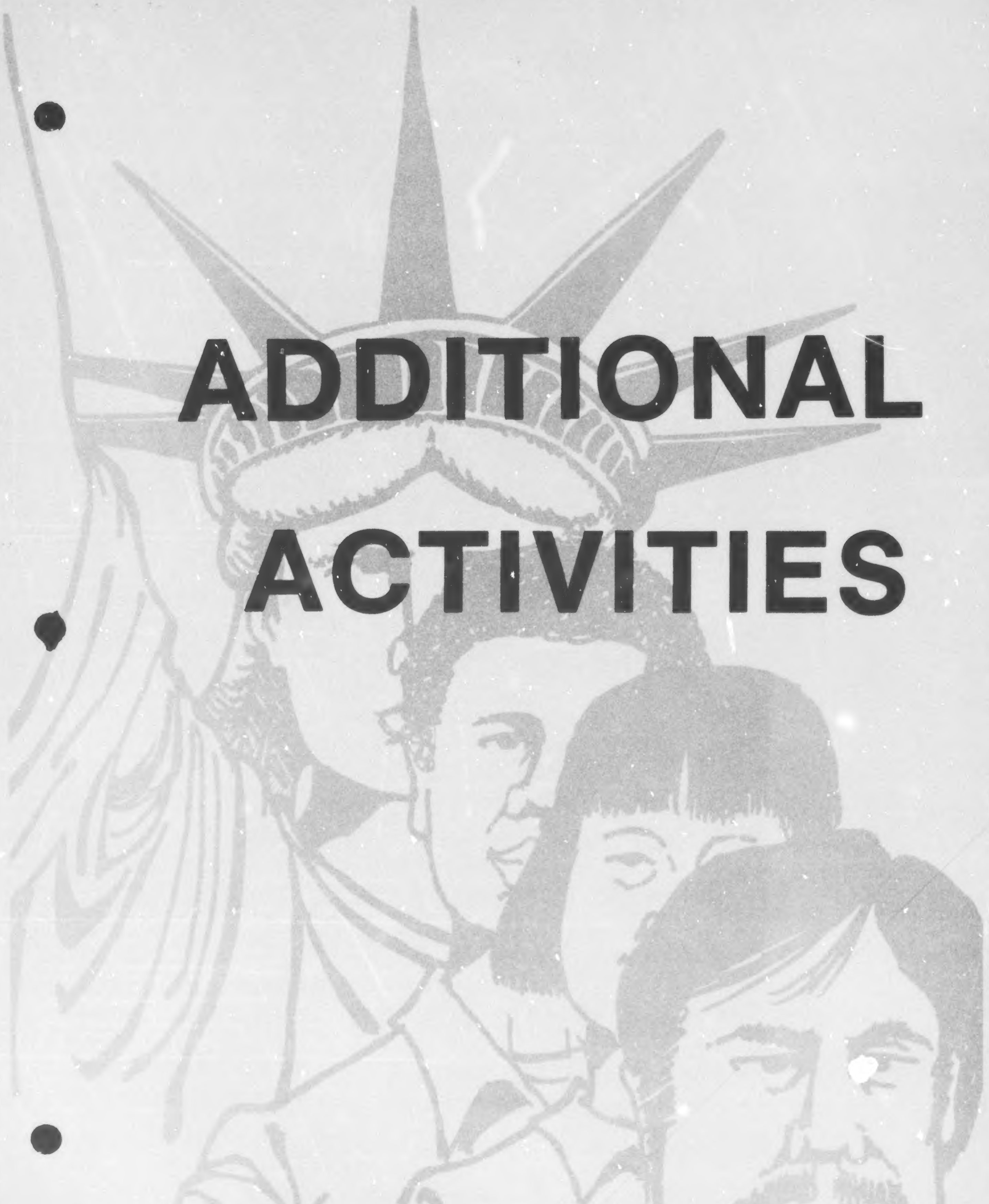
Deportation Case Study #1

John Lennon, a member of "The Beatles," was a British citizen and resident. He had been living and working in the United States as an entertainer on a temporary visa. In 1972 he applied for a special visa that would have allowed him to become a permanent resident. This request was denied and Lennon was asked to leave the country by the Immigration and Naturalization Service. He was ordered deported because he had been convicted, while living in England, for possession of marijuana. John kept fighting the order until 1976 when a final judgment was made.

Deportation Case Study #2

Suzanne Ramos, a 22-year-old citizen of Bolivia, entered the United States with a legal student visa to study at the University of Colorado. She had met all the necessary requirements to get her United States visa and has a legal Bolivian passport. At the time she entered the country she was inspected by immigration officials of the Immigration and Naturalization Service and was admitted. Three years passed during which time Ms. Ramos studied and worked part-time at the University. She also took an interest in the community and volunteered her sevices to different agencies including a local health clinic. Her student visa expired but Ms. Ramos decided that she would like to stay in the United States permanently. She applied for jobs with a number of hospitals since she was a medical technician. The Immigration and Naturalization Service found out that Ms. Ramos had overstayed her visa. They filed an order to show cause to have Ms. Ramos deported on grounds that her student visa had expired and that she was now in the country illegally.

ADDITIONAL ACTIVITIES



TOPIC: GRAPHING IMMIGRATION DATA

OBJECTIVE: Student will practice graphing skills using immigration data.

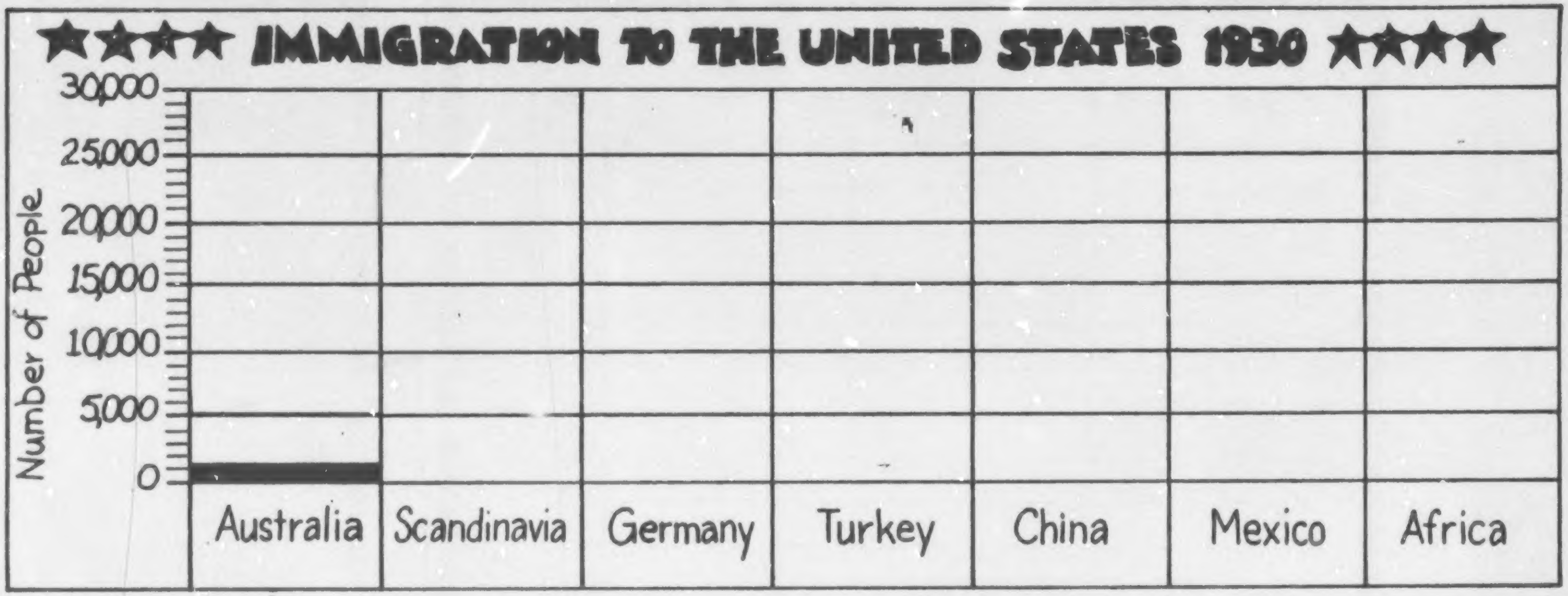
MATERIALS: GRAPHS on pp. 95-97.

PROCEDURE:

1. Teacher may do one or more of these graphs as a class activity or have students do the work independently and then check them as a class.

2. As much as possible, refer and review information already discussed in the immigration unit.

Why Do People Immigrate?



Here is immigration data from ten nations for the year 1930. Fill in the graph with the number of people that immigrated to the U.S. in 1930.

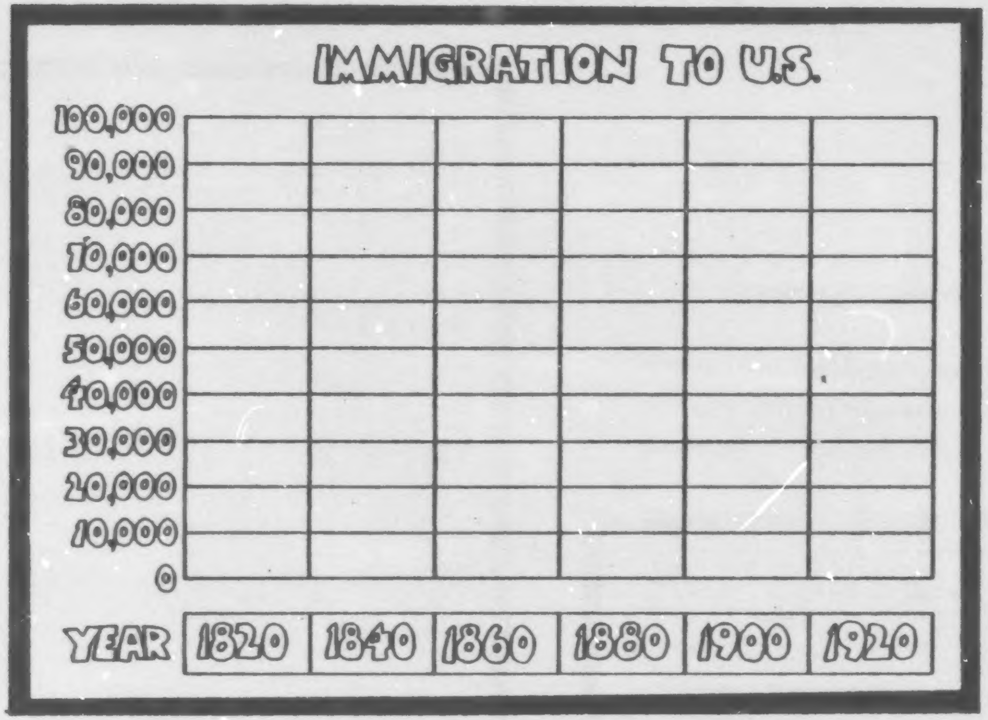
Australia – 1,026
Scandinavia – 6,919
Germany – 26,569
Turkey – 118

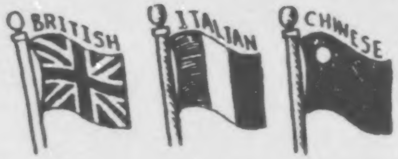
China – 1,589
Italy – 22,327
Mexico – 12,703
Africa – 572

Many people immigrate to the United States. Why do they come? List here as many reasons as you can think of.

From Social Sciences-Concepts in Values. Harcourt, Brace, Jovanovich

Graph the Moves





	BRITISH	ITALIAN	CHINESE
1820	2,410	30	1
1840	2,613	31	0
1860	29,737	1,019	5,467
1880	73,273	12,353	5,802
1900	12,509	100,135	1,247
1920	38,471	95,148	2,330

During the years between 1820 and 1920 many people immigrated to the United States. Graph the British immigration in red, the Italian immigration in blue, and the Chinese immigration in green.

What can you say about the immigration patterns of these three groups?

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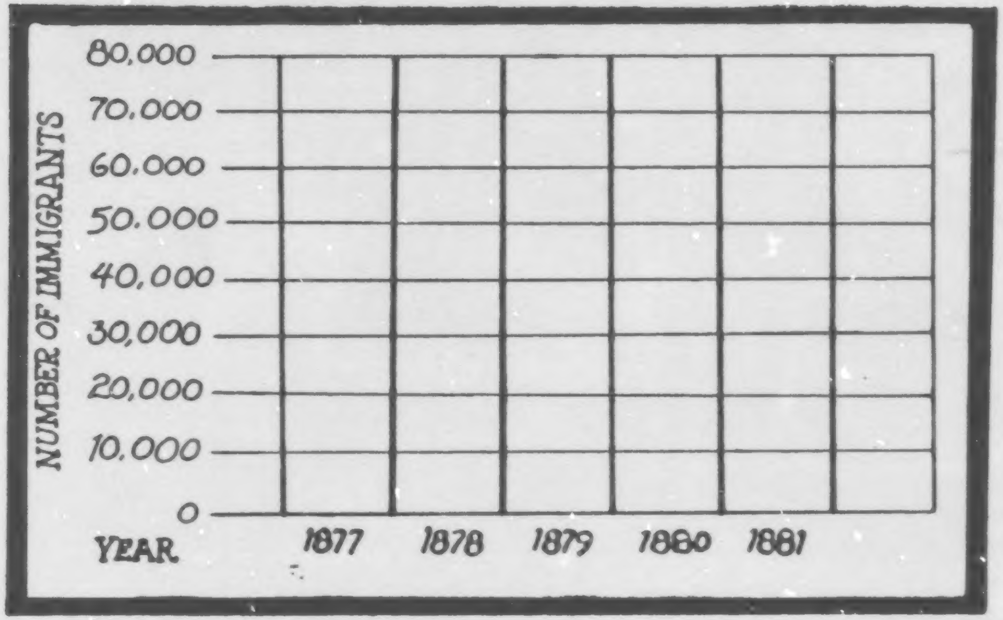
From Social Sciences-Concepts in Values. Harcourt, Brace, Jovanovich

Immigration Graph



NUMBER OF IMMIGRANTS

1877 —— 14,569
1878 —— 15,932
1879 —— 20,013
1880 —— 71,603
1881 —— 72,342

In 1879, Ireland had a "potato" famine. Many people starved, but some were able to immigrate to the United States to have a better chance to feed their families. Using the data here, make a line or bar graph of Irish immigration.

Not everyone in Ireland immigrated here. What reasons may have made some of them stay behind?

From Social Sciences-Concepts in Values. Harcourt, Brace, Jovanovich

TOPIC: THE STATUE OF LIBERTY

OBJECTIVE: Students will learn and participate in activities about the Statue of Liberty.

MATERIALS: STATUE OF LIBERTY information pp. 201-207, COLORING SHEET p. 209, WORD SEARCH p. 210, STATUE OF LIBERTY FACTS p. 213 .

PROCEDURE:

1. The teacher may wish to read (for teacher background or aloud to the class) "A moment with history" on p. 201.
2. The lyrics of the song on p. 207 could be used for oral expression.
3. Choose several of the activities from pp. 203-205 to do with students' Activities 35, 45, 65, 66, 67, 72, 73, and 75 are directly related to the immigration unit.
4. Have the students do the COLORING SHEET on p. 209. A short story about the children shown in the picture could be written on the back.
5. Have students do the WORD SEARCH about the Statue on p. 210
6. Have students do the STATUE OF LIBERTY FACTS on p. 213. The answers to the questions are below:
    1. Base to torch: 151'1"
       Heel to head: 111'1"
    2. 42'
    3. Crown
    4. 7
    5. 7 seas, 7 continents
    6. July 4, 1776
    7. Torch
    8. Crown (diadem)
    9. 225 tons

A moment with history...

by Allen Raymond

"You were born in France, that makes you French," I commented. "Did you ever become an American, take the Oath of Allegiance?"

"I may have been born in France," she said with a chuckle, "but I'm American and I've always been American. I am, if you will excuse the cliche, as American as apple pie. Or, as John Kennedy might have said, Ich bin eine Amerikanerin!"

Our conversation was taking place inside the Statue of Liberty. February winds whistled through openings in her crown, creating a high-pitched din that made conversation difficult. Adding to the strain was a sub-zero wind-chill factor that challenged tourists to brave the elements. I moved closer to the openings, in spite of the freezing cold. I wanted to savour the breathtaking view of New York harbor.

We were alone, the Statue and I. Only a handful of tourists had taken the cold ferry ride to New York's Liberty (formerly Bedloes) Island; none had yet joined me in the climb to the Statue's top. It was an eerie climb up a winding staircase which seems to serve as a central pillar around which a spiderweb type of superstructure has been built. The Statue's skin of thin copper is attached to that superstructure in such a way that the skin can expand and contract as temperatures rise and fall. Unfortunately, the Statue's skin is full of holes where fastenings have rusted and torn loose. The wind squeals as it squeezes at great velocity through the holes.

"You're rather unkempt," I said with what I hoped was a devilish grin. "Why don't you take care of yourself?"

"I do, I do," she exclaimed. "But don't forget I'll be 100 years old on July 4th, 1984. That's the 100th anniversary of the day I was officially accepted by your Ambassador to France. It was a lovely ceremony; I'd been put together on a test basis in France. When they got me right, they gave me to your ambassador. Then they took me apart, put me into 214 crates and shipped me to New York."

Water began to drip at my feet. Was it some of the snow that had blown into the crown and was now melting? Or was it tears?

"The first few years were the hardest," she said, in a sudden change of mood. "Thousands--millions--of frightened, hopeful people came through this harbor. Did you see that space between Long Island and Staten Island? They call it The Narrows. Through that opening sailed ship after ship, bringing millions to what they all hoped was the promised land. Oh, it was hard!"

"Hard? Why?"

My question evoked an emotional response I'll not soon forget. She told me of the smiles of joy on the faces of so many. She remembered those who cried, who sobbed, who stood numb with relief--and those who cheered, too. She wanted to lower her torch, reach out and touch them, and wrap them in her arms.

She worried about what might happen to these people, these refugees and pioneers from far-away lands who looked to America as the symbol of hope. It was hard; she wanted to protect them but knew she could not. She wanted to watch over them, but knew she could not. She wanted to give them courage, but knew their courage must come from within. Yes, it was hard. She could, however, give them hope. And with her torch raised high, that is exactly what she gave--in abundance.

Her torch, I walked over to one of the "windows" in her crown and glanced upward. There was her outstretched arm, seemingly reaching for the stars. In her hand was probably the best-known symbol of hope and freedom in the entire world--her famous torch.

I remembered the day when America celebrated its bicentennial and the tall ships sailed at Miss Liberty's feet. I remembered the celebration that night as the sky over New York harbor caught fire from a tremendous display of fireworks that turned night into day. And I remembered that electric instant when the Statue of Liberty was suddenly bathed in brilliant white, her torch shining triumphantly through the fireworks' smoky haze.

"I've been remembering," I said in a whisper. "I've been remembering the bicentennial. Do you remember?"

"I remember," she said. "Oh, how I remember!"

We fell silent, as you would have fallen silent if you had been with us. "I must be going," I said, breaking the spell. "The ferry leaves in a minute."

It was over.

Reprinted from Early Years May, 1984.

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Miss Liberty.... 100 Years Old!

Celebrate with these activities

1. Place two maps in the entry of your school, one of Europe and one of the United States. In between these maps place a photo or drawing of the Statue of Liberty. Stretch yarn from the map of Europe to the one of our country and terminate the yarn with the surnames of your students. Put a key at the bottom of the display.

2. Have a Statue of Liberty and Ellis Island "Cheer Competition," either by whole classes or small groups. Then hold an assembly and have each group present their cheer. Open and close the competition with patriotic music.

3. Make a newspaper like Pulitzer's *The World*. Write about the present condition of the Statue—give some of her history—and then write an appeal for money to help in the restoration of the Statue and Ellis Island.

4. Paraphrase Emma Lazarus' poem "The New Colossus."

5. Show how many ways can you write the slogan "Save Our Statue"—e.g., braille, Morse code, foreign languages, sign language, etc.

6. Carve Miss Liberty's arm and torch from a bar of soap. Have an exhibit of these carvings.

7. Organize an ethnic food festival in your school in honor of Miss Liberty. Put all recipes into a cookbook and sell copies to raise money for her restorations.

8. Have the class (or individual children) write a letter to Francois Mitterand telling him what we're doing to the Statue, and what France's gift still means to the world.

9. If possible, visit a copperworks, an arts and crafts workshop and an art gallery. Research how long it takes to complete some of the great sculptures. Relate this to how long it took to complete the Statue.

10. Have the children bring in pieces of iron, copper, steel, and aluminum which have been exposed to rain, soot, and dirt; compare these pieces to the problems the statue has sustained in 100 years of braving the elements.

11. Have the children search their neighborhood and talk to people who have seen the Statue and Ellis Island, either as immigrants or tourists. Record their reasons for being in the harbor. Decorate a bulletin board or make a book including all these memories.

12. Sponsor a contest in torch-making. Any material and any size torch can be made from papier-mâché, cans, etc. Perhaps the local light and power company would donate a check in the name of the winner to the restoration fund. Put all torches on exhibit before a prize is awarded. Another approach is to charge a fee to enter the contest, with the proceeds going to the restoration fund.

13. Make little bookmarks of the torch and arm. A child can earn this bookmark by answering the following questions:

a) Why is the Statue green?
b) Where was the torch first displayed?
c) How long is the ferry ride from NewYork City to Liberty Island?
d) Why is there a broken chain at Miss Liberty's feet

14. Make a memory board: exhibit a large picture of the statue. Around her place squares of copper-colored paper to resemble copper plates. Inscribe names of contributors on copper plates. Have the children research how many copper plates are needed.

15. Ask the children to make a list of objects which are the same size as parts of the status, e.g., her index finger is 8-feet long and so is a table in the cafeteria; or perhaps the finger is longer than the teacher's desk.

16. Have your students write to their Congressmen to tell what they are doing, and ask their representatives to help.

17. Work with your Physical Education Department to have a program of ethnic dances. A theme might be "She Saw Them First" with a large representation of the Statue as a backdrop. Parents and neighbors might be persuaded to dance, and also help with costumes. Tickets could be sold, with proceeds going to the restoration fund.

18. Make a "People Who Made Miss Liberty" book. Include information about Bartholdi, the children of France, Joseph Pulitzer, U.S. kids and especially those in your school involved in trying to aid the restoration fund—through moral support and dissemination of information, as well as contributing money.

19. Research the life of Frederic Auguste Bartholdi. Where can we see some of his other sculptures? What statues did Bartholdi propose to build near the Suez Canal? Read how and why Bartholdi selected the site in New York Harbor for the Statue.

20. What is written on the tablet in Miss Liberty's arm? Why was this particular message selected?

21. There are 168 steps leading to the crown of the Statue. Count the number of steps in your house, or in school, and figure out how many times you would have to climb them to equal the number of steps in the Statue.

22. Have a contest with an entry fee, to find the longest list of songs, poems, paintings or other works of art dealing with steps or stairs. This can either be in the title, or part of the main idea. The one with the longest list wins and all the entry fees will be given in the winner's name to the restoration fund.

23. Read the poem by A.A. Milne called "Halfway Down." Find the halfway spot in your staircase. Figure out where the halfway point would be in the Statue's stairs and write a poem about that spot.

24. Build a staircase with popsicle sticks, Lincoln Logs®, Lego Blocks® or some other material. Put this on display near a replica or picture of the Statue.

25. Some of the words connected with the Statue are: torch, stairs, tablet, crates, skeleton, liberty, tower, crown, independence, chains, and pedestal. Find out as much information as possible about each of these words that relate to the Statue. Write synonyms for each word which will still give a clear picture of the Statue.

26. The French name for the statue is "Liberte Eclairant Le Monde."

Activities collected from: Ginnie Brown, Jean Healy, Carol Hurst, Phyllis Oleksak, Billie Phillips, and Nancy Whitelow.

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What do these words mean? Learn to pronounce the French name

27. Would you rename the Statue if you could? What would you name it?

28. Who was Alexandre-Gustave Eiffel? What did he have to do with the Statue? Why was he needed?

29. Compare the Eiffel Tower and the Statue of Liberty What was the reason for building the Eiffel Tower? How tall is it compared to the Statue?

30. Find the French words for liberty torch statue independence, crown and tablet

31. Put a picture of the Statue on a jar and then fine children and adults in the classroom or at home for breaking rules Send the fines to the restoration fund

32. The statue weighs 225 tons Figure out how many elephants, or other heavy items you would need to balance a scale with the Statue on one side Add the weights of all the kids in the class and tell how many more kids weighing exactly the same would counterbalance the Statue

33. Have a neighborhood quiz show and charge for admission Have questions about the Statue on 3" x 5" cards about the Statue and Ellis Island Pick contestants from the audience by pre-selected numbers to participate

34. How many words can you make from the letters in the words "Statue of Liberty?" and "Ellis Island"? The one with the most words is the winner Charge to participate winnings going to restoration fund

35. Research the life of Joseph Pulitzer? How big a part did he play in the story of Miss Liberty? In what context do we hear his name each year?

36. Find out all you can about other oversize sculptures such as Mount Rushmore Chief Crazy Horse etc Were they sculptured by the same man? What were the special construction problems encountered in each work?

37. The torch of the Statue is lit by Mercury vapor lamps Find out what they are and how they work

38. Make a list of other famous lamps Aladdin's Florence Nightingale's etc

39. Run relay races, passing a torch as the baton Take pledges for the distances run with funds going towards restoration

40. Make a quilt over the next school year (enlist the help of parents) and raffle it off during the campaign to save the Statue Have a contest for the best design, and then choose that design to be made into the quilt Either torches or the Statue could be in the center of each square For older children, they can plot out the design for the quilters Local stores can showcase the quilt as it progresses

41. Have an endurance contest See who can hold up a torch the longest Take pledges

42. The torch and hand of the statue were shown at the World's Fair in Philadelphia in 1876 What other World's Fairs has the United States hosted? What were the significant attractions at each fair?

43. Bartholdi used his mother as a model for the face of the statue What other artists and sculptors used their mothers as models?

44. If you were in charge of raising money for the original construction of the Statue, how would you have done it? Remember, you must use only what was available at that time

45. When was Emma Lazarus' poem placed on the statue? When did she write it?

46. Have a white elephant sale for the benefit of the Statue and Ellis Island Gift wrap all items in red, white or blue paper

47. Decide on door decorations for the fourth of July and sell them Banners silhouettes, red, white and blue pom-poms will all work nicely All money goes to the restoration fund—and merchants, as well as residents are encouraged to decorate their doors on the 4th

48. Purchase envelopes of seeds of herbs and flowers which were popular in the last half of the 1800's Start the plants and transplant into patriotically decorated containers Have a large plant sale just before the close of school

49. As a class or group, design notepaper with red, white and blue motifs, or with a part of the Statue (her crown or her torch). Pack these six to a Baggie* and sell to raise money

50. Have a jumprope marathon Enter individual events or team events Charge a participation fee and a penalty fee when you miss, all money to go to the restoration fund

51. For a bulletin board decoration, have the children make hand prints on a white background with red or blue tempera paint Use as a caption, "These hands supported the Statue of Liberty" This can work well in the main entry to focus attention on the Statue. A print of the Statue in the middle of the bulletin board will add to the effect

52. Organize the kids on your block into teams Have a central clearing house for listing chores that people in the neighborhood want done All moneys earned go to the statue, with each team trying to complete their jobs rapidly and well

53. Have the children design a bank from a box, can, etc Let them decorate it in a patriotic fashion Let the child bring home the bank and earn money for the restoration Then let him bring the bank back to class and talk about the number of ways he or she raised money Send the money in as part of a class effort

54. Have the class collect pennies from different decades Categorize the pennies into groups of 1940's, 1950's, 1960's 1970's and 1980's Organize the class into 5 groups On the first day, give the first group the cup labeled 1940's Have them find the years of the pennies and research what was happening in the world (and in New York) at that time The next day, the second group gets the 1940's pennies and finds different items of interest, while the first group starts on pennies from the 1950's Work through all groups and all years

55. Have the children make versions of ego boards for the Statue of Liberty and Ellis Island, or one for each Take shirt cardboard and cover it with wall paper, Contact, or construction paper of their choosing Using magazines children then cut out words, pictures, sentences that give the essence of what the Statue means—or what Ellis Island means to them

56. Have the children make tissue paper flowers and work them into corsages Tie these with red, white and blue ribbon and sell to raise money Enlist the help of some retailers in your area and see if many of the items the class can make can be sold outside their stores during their busy hours. On the ribbons letter or paste letters stating "I support the Statue of Liberty"

57. Have a slogan contest for a slogan that will appear on bumper stickers pennants, etc such as "Save Our Statue" Pennants can be made with felt, balloon sticks and wide-tip permanent felt markers

58. Research and learn the sidewalk chants and games popular in 1884 What do they tell us about conditions then?

59. By how many names is the Statue of Liberty known? List them

60. Research what a time capsule is and prepare two to be opened on July 4, 2084 at the Statue of Liberty and Ellis Island What will you include? Why? What do you want other Americans of that time to know about the Statue, Ellis Island and the youth of 1984?

61. Organize a freedom picnic for your family or neighborhood on July 4th Plan a menu that would have been popular in 1884 Plan, too, games and activities played in 1884 Your librarian can be a big help

62. Have a kite design and kite flying contest Have the children design and build patriotic kites Award a prize according to age level, categories etc Then, have a kite flying contest Parents can be encouraged to participate in this activity Have an entry fee for each kite entered in the contest, and send all monies in the name of the winner to the restoration fund

63. Collect broken radios, fans and other small appliances Ask for parent volunteers to repair them and have a small appliance sale at school for the benefit of the Lady

64. Inquire about your state's participation at the Statue of Liberty during the summer of 1986, when each state will celebrate at the Statue on a special day in a special way Is there some way your class can participate?

65. What kind of tests and interrogation did immigrants go through at Ellis Island? Do these same strictures apply today? Pretend you are an immigrant coming into this country today, seeking citizenship and employment and you do not speak the language With what regulations must you comply?

66. Research some of the very famous immigrants who came into Ellis Island at just about the time Miss Liberty journeyed to her home there What did they contribute to our way of life? Clue Did they bring us medical breakthroughs?

67. Search your family tree to see if any of your ancestors came from other lands If so, ask your parents and teacher as well as your librarian to help you find the name of the ship on which they arrived, and how they earned their living when they first

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came. If you have not prepared a family tree, make one.

68. There are seven spikes in the crown of the statue. What do these represent? Why do you think the sculptor employed this device?

69. There are 40 shields on the pedestal of the Statue. What do they represent? Name each of them. What does the one particular shield of interest to you include?

70. How tall is the pedestal? Of what is it made? Research the story of the pedestal.

71. Organize an 1800's auction. Ask residents to donate items dating from the last century for auction. Some of the donated items can be reproductions if they are especially valuable. These can include copies of aprons made from old tintypes, copies of hats, chairs, hoops for rolling with sticks, etc.

72. When small groups or the whole class have researched the history of the Sta[illegible] and Ellis Island, let them select [illegible]fic subjects for illustration [illegible]nlarge the illustrations and h[illegible]em traced onto long paper fo[illegible]ural. Have some illustrations [illegible]rlap a bit to give a feel of many things going on at once. Use for classroom display or hallway display.

73. From the same research, have the students make a time line for the Statue and Ellis Island. Attach to each year an additional list of things going on in the U.S. at that time, so the time line will appear to be both horizontal and vertical.

74. Place a picture of Ellis Island in the center of a bulletin board, at the center of a wheel. Have 50 spokes radiate from the wheel and have your students research their family histories until a relative can be found for each of the 50 states whose forefathers came through Ellis Island. This is a whole school effort including teachers, aides, and so on.

75. Research the type of ships used to transport immigrants. Prepare drawings or silhouettes of the ships and see if some names can be found in old records for the type of ship the kids have found and illustrated. Prepare a mural with the ships at one end, and the transportation available for immigrants to fan out to other parts of the country. Then have the children trace the evolution of modes of transportation from 1884 to 1984. How do immigrants move about today?

76. Research the postage stamps used from 1884 to 1984. What stamps were being used when the Statue came to the U.S.? Make drawings of the stamps in the various amounts and put together a mural.

77. Hold a trivia tournament about the Statue and Ellis Island and charge contestants for entering. Send the monies to the restoration fund.

78. On the Fourth of July, have a contest regarding the amount of ground that would be covered by the Statue, if it was laid down. Charge for each guess. The winner will be the one coming closest, and in his or her name the monies will be sent to the restoration fund. Actually measure out the Statue in chalk on the largest parking lot in town.

79. Make a list of everything you can find with the word "liberty" in the title, e.g. Liberty Bell, liberty ships, liberty dimes, etc.

80. Also, on Liberty Island are five bronzes by a contemporary sculptor. Who is he and what persons are depicted in bronze? Do you agree with these choices? Write a paper proposing another bronze to be added, and give your reasons.

81. Research the accomplishments of Viollet-de-Duc and Alexandre-Gustave Eiffel. Where in the world can we see what they have done?

82. Why did Edouard-Rene Lefebvre de Laboulaye want to give a gift to the people of the U.S.? What was the monument to symbolize?

83. Prepare a complete history of the background of the Statue, with reports and illustration. Make a book. Then make a companion volume for the book on the history of Ellis Island. Make decorative covers and sell the books as a school fund raising effort.

84. Design a statue that fits your vision to replace the Statue of Liberty, if she had to be replaced.

85. Select a number of words connected with Ellis Island or the Statue of Liberty. Distribute the list along with graph paper and challenge the children to place the words from the list on the graph in the manner of a crossword puzzle, interweaving the letters of the various words.

86. Have a family night sing-along with patriotic songs the order of the evening. Intersperse the music with stories of America in the last half of the nineteenth century, all admission money to go to the restoration fund.

87. Challenge your students to locate other statues made of copper in your city or town. Why is it not always used anymore?

88. Have the children make posters entitled "Let's Visit the Statue" and arrange the posters from the school entry, down the halls to your classroom. Let the Liberty trail terminate in a special display bulletin board or memorial corner.

89. Cut up a picture of the statue into 1" squares. Give each child a square and have him or her enlarge the square to a 4-inch square and color this to match, as closely as possible, the 1" sample they were given. Then reassemble the squares into a larger statue which will look like a mosaic.

90. Decipher the following lines. The clues to the code are as follows:

1) All letters in each word are reversed
2) Every vowel is represented as "z"

zvzg zm rzzy dzrzt, rzzy rzzp.
rzzy dzlddzh szsszm gnzrzzy
zt zhtzzrb zzrf
zht dzhctzrw zszfzr fz rzzy
gnzmzzt zrzhs
dnzs mzht zht sszlzmzh
tszpmzt dzsszt zt zm
Z tfzl ym pmzl zdzszb zht
nzdlzg rzzd.

Take any definitions from your dictionary of the Statue of Liberty or Ellis Island and encode them for the children. You could also have them encode a vocabulary list themselves, following the rules above.

91. Prepare a program that will depict the unveiling of the Statue in 1886. Have a parade and patriotic songs (only those written and popular at that time, such as "Dixie," "The Battle Hymn of the Republic,"). Have children portray President Cleveland and Bartholdi and other personages who were at the unveiling. Have lots of flags (some with the correct number of stars for 1886). Have apple-sellers and commemorative medal-sellers go through the audience before and after the program. The backdrop should include a large drawing or colored slides from several projectors which will be covered until the order is given to unveil. Have the audience join in singing "America." This can be a whole-school activity, or a classroom activity. It could be expanded, as a whole-school project, to include the ethnic dancing and food festival activities mentioned before.

↓

ALL OF US

by Carmino Ravosa

All of us, come across the water.
All of us come across the sea.
All of us come from somewhere,
You're no diff'rent than me.

All of us, come across the water.
All of us come across the sea.
All of us come from somewhere,
from the old country.

All of us, come across the water.
All of us come across the waves.
Some of us come as free men
other come as slaves.

Some of us we were born in Scotland,
Some of us born in Germany,
Africa, England, Holland,
France and Italy.

Some of us we were born in Athens
Cairo, Venice, Rome.
Some of us born in Hong Kong
but now this is our home.

Some of us we were born as Christians,
Hindus, Moslems, Jews.
But we must live together
with diff'rent points of views.

All of us come across the water,
All of us come across to be,
In this golden land of plenty,
and opportunity.

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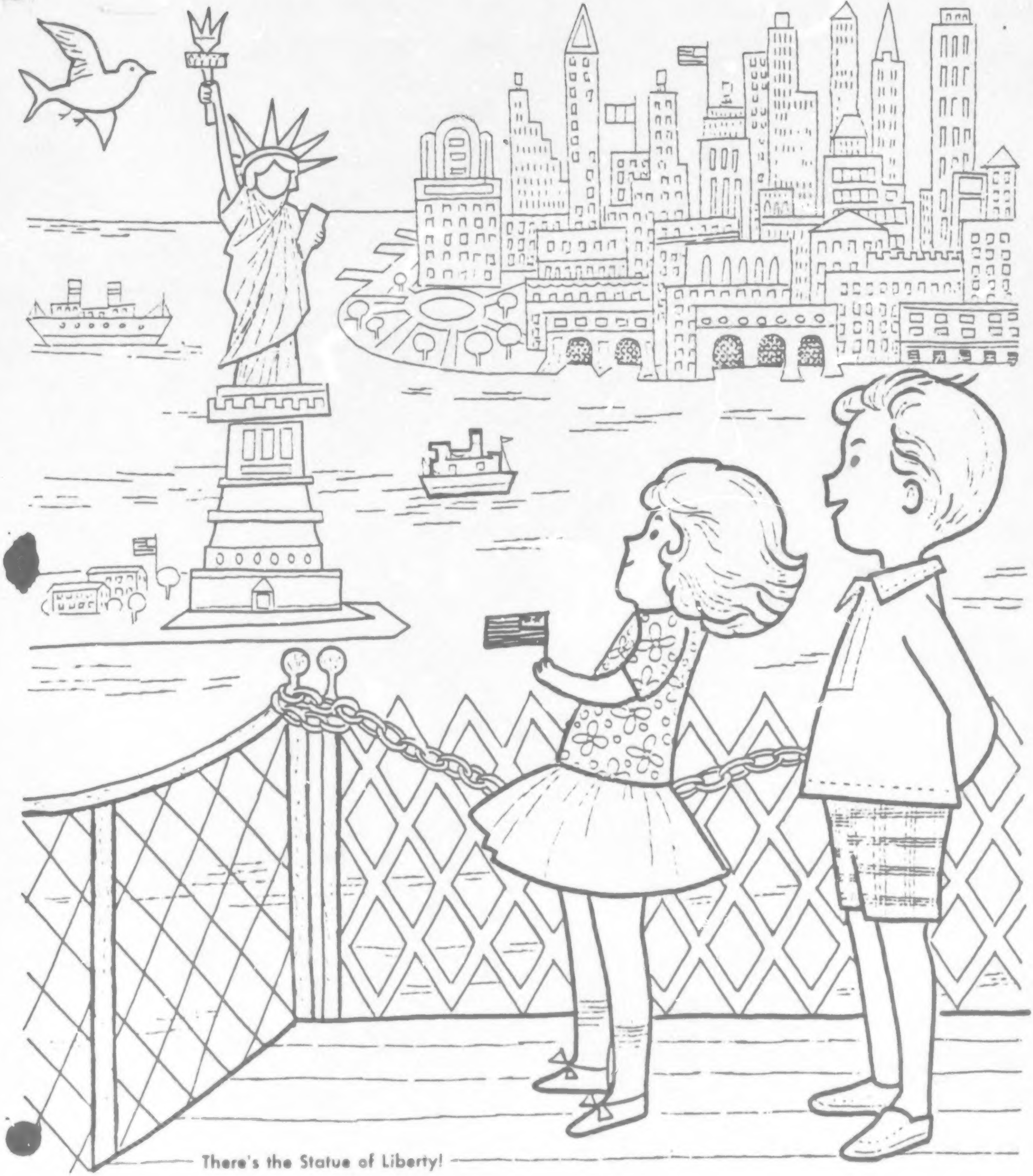


There's the Statue of Liberty!

WORD SEARCH

H R E P O D C N L I B F G U D
B O F D R U B A R T H O L D I
F R E E D O M C D F L T A Q A
I S L A N D A F G R I O M P D
P F E R R Y R I H A B U E E P
W C V F L A M E J N E R R D M
F R A M E W O R K C R I I E S
B O T O R C H L T E T S C S V
O W O V S T A T U E Y T A T W
A N R I M M I G R A N T S A N
T P E L L I S I S L A N D I D

DIRECTIONS: WORDS ABOUT THE STATUE OF LIBERTY ARE HIDDEN IN THE BLOCK ABOVE. SEE IF YOU CAN FIND THESE WORDS:

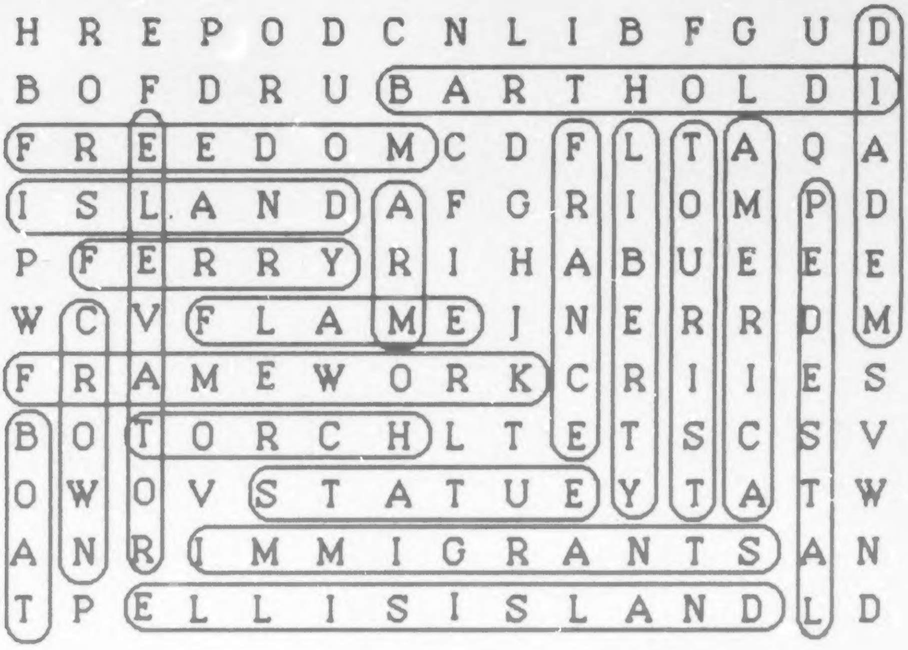
FREEDOM
FERRY
BOAT
LIBERTY
STATUE
ISLAND
BARTHOLDI

IMMIGRANTS
AMERICA
FRANCE
PEDESTAL
ELLIS ISLAND
TORCH
DIADEM

TOURIST
CROWN
ARM
FRAMEWORK
ELEVATOR
FLAME

WORD SEARCH

ANSWER SHEET



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H R E P O D C N L I B F G U D
B O F D R U B A R T H O L D I
F R E E D O M C D F L T A Q A
I S L A N D A F G R I O M P D
P F E R R Y R I H A B U E E E
W C V F L A M E J N E R R D M
F R A M E W O R K C R I I E S
B O T O R C H L T E T S C S V
O W O V S T A T U E Y T A T W
A N R I M M I G R A N T S A N
T P E L L I S I S L A N D L D
```

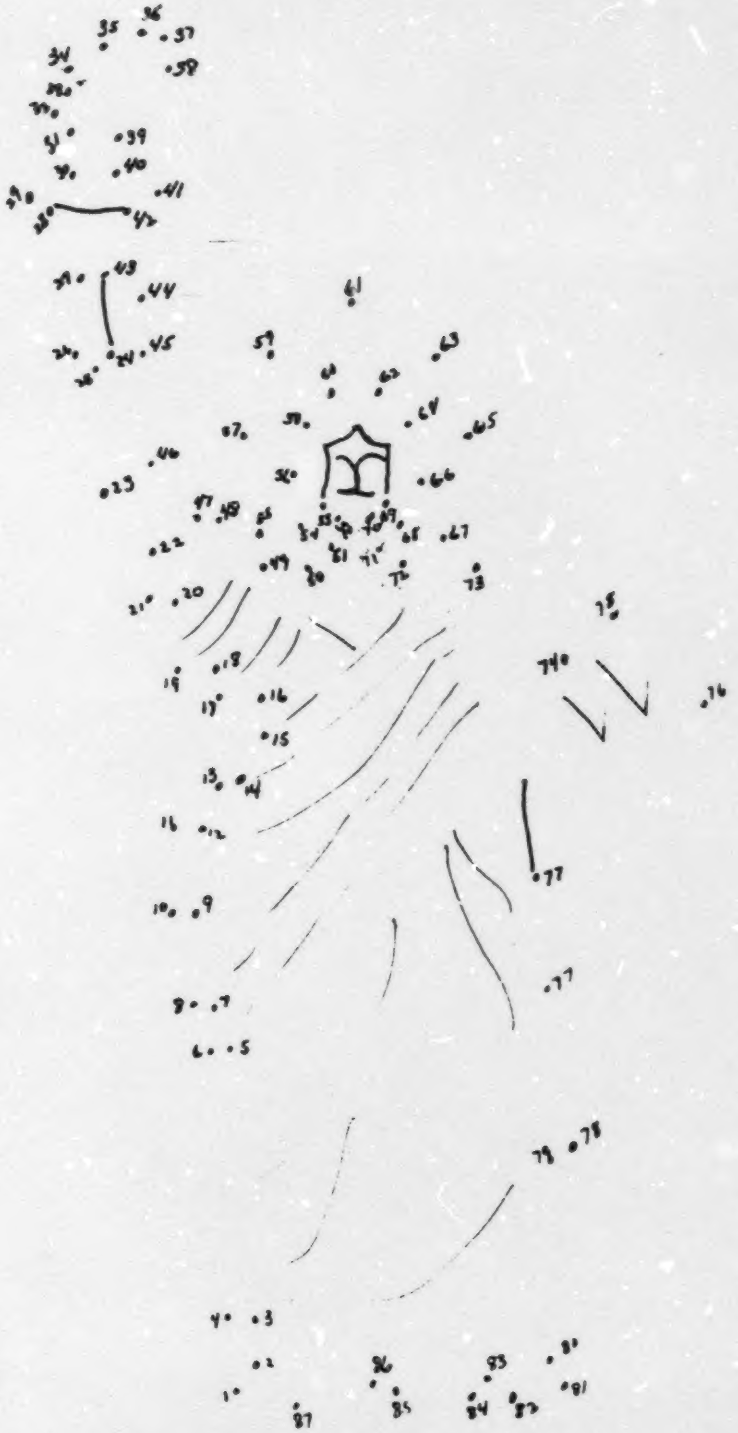
DIRECTIONS: WORDS ABOUT THE STATUE OF LIBERTY ARE HIDDEN IN THE BLOCK ABOVE. SEE IF YOU CAN FIND THESE WORDS:

FREEDOM
FERRY
BOAT
LIBERTY
STATUE
ISLAND
BARTHOLDI

IMMIGRANTS
AMERICA
FRANCE
PEDESTAL
ELLIS ISLAND
TORCH
DIADEM

TOURIST
CROWN
ARM
FRAMEWORK
ELEVATOR
FLAME

Statue of Liberty Facts



1. What is the approximate height from...
   Base to torch ______
   Heel to Head ______
2. Length of right arm? ______
3. What is a diadem? ______
4. How many rays are there on her crown? ______
5. What do they represent? ______
6. Write the inscription on the tablet.
7. The steps lead to what high place? ______
8. Where in the statue can you look out windows? ______
9. What is the total weight of the Statue if the copper weighs 100 tons and the steel weighs 125 tons? ______

SCALE

½ inch = 10 feet

IMMIGRATION GAMES

Modeling Game

DIRECTIONS: Materials- cassette or record player, records or cassettes (music of different countries would be appropriate), 6 chairs, 10 name tags with the following nationalities printed on them:

1. Chicano
2. African (Black)
3. Chinese
4. Greek
5. Japanese
6. Italian
7. Scandinavian
8. German
9. Irish
10. English

1. Choose 10 volunteers. Have them assemble in a circle. Explain that the chairs in the center represent American jobs and the "waves of newcomers" will be represented by volunteers.

2. Read these directions to students:
   a. The object is to have a job, that is, to be sitting in a chair when the music stops.
   b. If you're not sitting on a chair, you must sit on the floor. Reinforce those children who get jobs by announcing names and nationalities and praising their skills in successfully finding jobs. Be sure to make this announcement after every round, including the first and second.

3. In the first round, set up 3 chairs and admit 2 nationalities to the new country, Irish and English. Stop the music. After a short pause say, "We will now add the second wave of immigrants." Then add one chair and let in the Scandanavian and German. Stop music again. Announce "the third wave;" add another chair and admit Japanese and Italian. Linger on the music at this point since this will be the first time that someone will find themselves without a chair. Stop music again. Be sure there is enough time for those feelings of being "left out" to settle in. Announce the "fourth wave;" start music and add one chair and let in Greek and Chinese groups. Stop the music and announce "fifth wave." Begin music, taking away 1 chair (last one you put down) and admit Russian and Chicano nationality, each carrying own chair ("JOB"). Stop music for the last time.

4. After the game is over, divide class into 2 groups--those who participated and the remainder of the class.

5. Ask some of these questions:
   a. What were your feelings as the game went on?
   b. What did it feel like to be left out?
   c. How did it feel to know you were taking a chair(job) from another?
   d. How did the others feel when the Russian and Chicano brought their own "jobs"?
   e. What were good and bad feelings?
   f. Was anyone surprised by what happened?

More & More Immigrants Game

MATERIALS: Any board game that can be played by 2 or more players.

DIRECTIONS:

1. Remind the children that immigrants settled mostly in cities. Because of this city populations were shaped by the kinds of immigrants that came to this country.

2. Select 2 children to play the board game . Keep increasing the number of new players until the entire class is involved or the game isn't playable.

3. Direct the following questions to the original players:
   a. Did you enjoy the game when you started? Why?
   b. How did you feel about the game after 6 people joined? Why?
   c. What problems did you have after everyone joined the game?

4. Ask: How does the activity we just did relate to the way some Americans feel about immigrants coming to this country?

TOPIC: EXPERIENCES OF A MEXICAN ILLEGAL ALIEN

OBJECTIVE: Students will be able to discuss and relate to the feelings of illegal aliens.

MATERIALS: The Maldonado Miracle by Theodore Taylor
A 12-year-old Mexican boy is brought across the border illegally. He is unable to join his father so fends for himself while working in the fields in California. The story depicts the life and fears of some illegal aliens.

PROCEDURE:

1. Have students read the story, and discuss the following questions in class:
   - Do you think that illegal aliens have rights? Why? Why not? (Point out that illegal aliens have the right to receive minimum wage, workers' compensation, and other employee benefits. Also, point out basic human rights such as the right to life, the right not to be enslaved, etc.)
   - Why do people come into this country illegally? (They can't find work in their own countries, the legal process is difficult and take along time.)
   - What rights of Jose's were violated? (The right to a fair wage, the right to safe working conditions.)

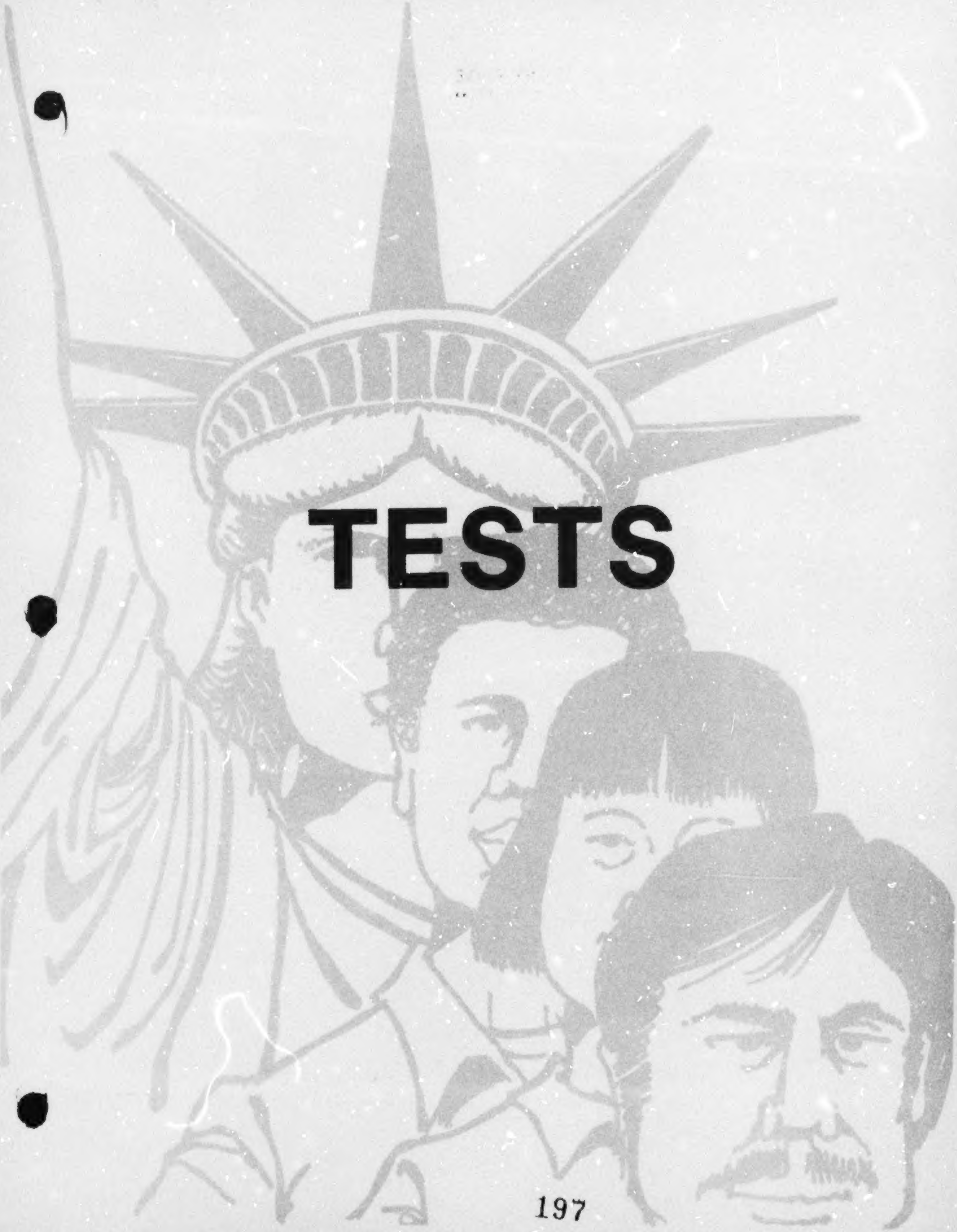
TOPIC: JAPANESE INTERNMENT

OBJECTIVE: Students will be able to discuss and identify the problems of the Japanese in the United States during World War II.

MATERIALS: Journey to Topaz by Yoshiko Uchida
This story deals with the internment of the Japanese during W.W. II and the impact of the relocation on an 11-year-old girl and her family.

PROCEDURE:

1. Read the story aloud in class, and discuss the following questions:
   - Why did the U.S. government decide to put Japanese Americans in the relocation camps?
   - Do you think the government had the right to do that? Why? Why not?
   - What rights of the Japanese Americans were violated? (People were interned without due process; their property was sold and the money went to the government; they lost the freedom to travel, to live where they chose, to attend schools of their choice, etc.)
   - Do you think something like this could happen again if we have another war?



TESTS

ANSWER KEY FOR STUDENT TESTS

VOCABULARY

1. Do the MATCHING ACTIVITY on p. 23, as a test.

2. Choose 10 - 15 of the vocabulary words and write them on the blackboard or overhead projector. Have the students write a paragraph, using 4 or 5 of the words correctly.

ROOTS AND IMMIGRATION YESTERDAY ANSWERS

B. Any two of the following: potato famine, drought, crop failures, poverty, religious persecution

C. Completion
1. overcrowded
2. Castle Garden
3. names
4. sweatshops, textile mills
5. Unions
6. Mexican, Japanese
7. Italians, construction
8. Jewish
9. Mexican
10. Japanese
11. quota system
12. English

IMMIGRATION TODAY ANSWERS

A. True - False
1. +
2. 0
3. 0
4. +
5. 0
6. 0
7. 0
8. 0

B. Completion
1. Asia, Latin America
2. California
3. Vietnam, Iran, Mexico
4. Illegal, undocumented
5. refugees

Roots and Immigration Yesterday Test

A. Write one new fact about your family that you learned while studying this unit.

____

____

B. List 2 reasons immigrants came to the United States in 1800's.

____________________ and ____________________

C. From the list below fill in the blanks with the correct word or words. Some words in the list will not be used and some will be used twice.

unions
Castle Garden
overcrowded
neat and clean
names

Ellis Island
sweatshops
Mexican
quota systems
Italians

textile mills
construction
English
Jewish
Japanese

1. The ship on which the Millers came to America was ______________
2. America's first immigrant port was ____________________
3. After leaving the arrival port many immigrants found that their ________ had been changed.
4. Immigrants often had to work in ____________ or ____________ which had very bad working conditions.
5. ______________ were formed to help get better working conditions for people.
6. The ______________ and ______________ were two nationality groups which settled in Colorado.

7. ____________________ mostly settled in New York and worked in the food and ________________ business.

8. Most ________________ immigrants came to America because of religious persecution.

9. Many ________________ immigrants came to the southwestern part of the U.S. to be farm workers.

10. During World War II ________________ people on the West Coast were put in relocation camps.

11. Before 1965 our immigration laws were based on the ________________

12. Probably the single most important thing immigrants could do to help with their life in the United States was to learn ________________

Immigration Today Test

A. After the following statements put a + if it is TRUE and a 0 if it is FALSE.

1. A person wishing to become a citizen makes application to the Office of Immigration and Naturalization Service. ___
2. No fee is required with a citizenship application. ___
3. A person must be 25 years of age to apply for citizenship. ___
4. A person must be a legal resident of the U.S. for at least 5 years. ___
5. One may apply from any state of the U.S. at any time. ___
6. Moral standards are not important. ___
7. It is not necessary to read or write the English language. ___
8. Children under 18 cannot become citizens. ___

B. From the list below fill in the blanks with the correct word or words. Some of the words will not be used.

refugees
undocumented
Mexico
Latin America
California
Vietnam
Asia
New York
Iran
illegal
Europe

1. The most recent immigrants have come mainly from ________________ and ________________
2. ________________ is the state to which most immigrants are going.

3. Name 3 countries from which the newest immigrants are coming.

________________, ______________ and ______________

4. ________________ or ________________ aliens come across the border from Mexico and Central America.

5. Some people come to the United States as ________________ fleeing persecution and can be placed in government funded resettlement programs.

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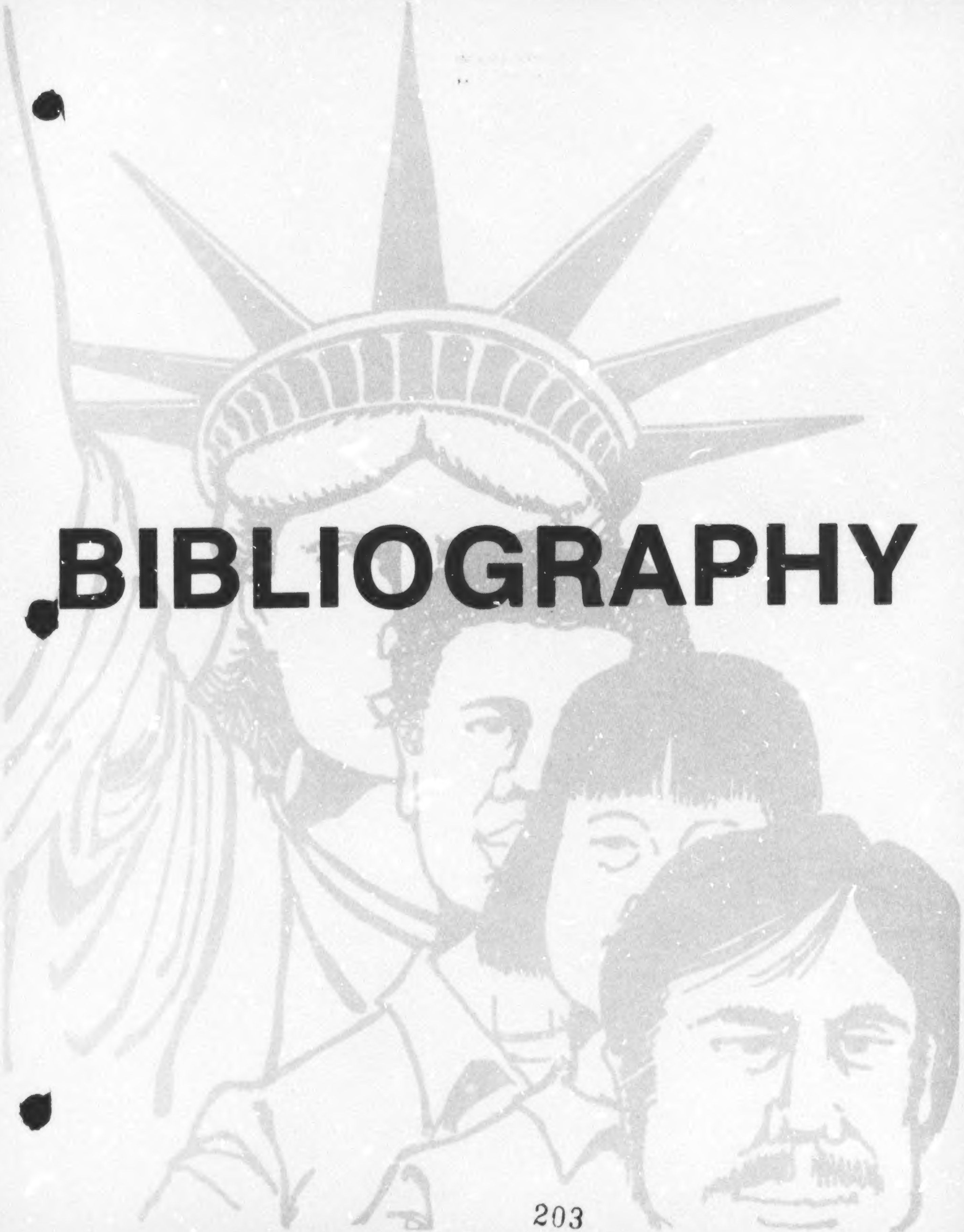

AUDIOVISUAL MATERIALS

AMERICAN STORY - "The Fukuyama Family" About a Japanese immigrant family in the 20th century.	1 FS	1 CAS
AMERICAN STORY - "The Hernandez Family" About an immigrant Mexican family in the 20th century.	1 FS	1 CAS
BUILDING A NATION: THE STORY OF IMMIGRATION 1- From the beginnings through the 1880's. 2- From the 1880's to recent times. Experiences of immigrants, from colonists to recent arrivals--reasons for leaving home country. Obstacles faced and contributions to American life.	2 FS	2 CAS
IMMIGRANT AMERICA- SS-0092 Role of immigrants in the formation of the U.S.	1 FS	1 CAS
IMMIGRATION - THE DREAM AND THE REALITY The Japanese Nightmare Little Italy You Belong To Germany No Irish Need Apply	4 FS	4 CAS
IMMIGRATION - THE DREAM AND THE REALITY THE REALITY- emigration to America in 1846 THE DREAM- from emigrants arrival to 1924 when new immigration policy is issued.	2 FS	2 CAS
IMMIGRATION IN AMERICA'S HISTORY- FM-0298 Re-enactments of the major waves of immigration.	1 FS	
MINORITIES--FROM EUROPE- FM 0638 Shows how minorities gained economic and political power.	1 FS	

THE NEW IMMIGRANTS Part I- deals with immigration from the Colonial Period until World War II. Part II- deals with immigration after World War II to 1979.	2 FS 2 CAS
NOBODY GOES THERE: ELLIS ISLAND- FM-0009	1 FS
NORTH FROM MEXICO Traces the history of Mexican- Americans.	1 FS
OTHER AMERICAN MINORITIES-SS-0134 Germans, Irish, Italian, and Jewish immigrants	4 FS 4 CAS
THE STATUE OF LIBERTY- FM-0020	1 FS
WHO ARE AMERICANS?	set of 30 slides
IMMIGRATION- photographs, drawings, political cartoons.	10 packets of 4

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1. Bulla, Clyde Robert A Lion to Guard Us.
   Set in the 17th century, this story deals with the adventures of three young British children. Left on their own in London, the impoverished youngsters draw upon all their resources to stay together and make their way to the Virginia colony in search of their father.

2. Cummings, Betty Sue Now Ameriky.
   Brigid Ni Clery, a young Irish woman, immigrates to America. She was sent by her family so that she could raise passage money for the rest of them to come. She endures many hardships on her trip. After her arrival she overcomes many problems of the Irish immigrants, and finally brings her brother to join her.

3. Fritz, Jean Homesick.
   Jean, a young American born in China relates the story about her life in China in the 1920's. Although adjusted to living in a foreign country, she does not like going to a British school and her thoughts often turn to America. The political situation in China becomes unstable and Jean is finally sent home.

4. Lehmann, Linda Better Than A Princess.
   Tilli, with her brother and sister, emigrates from Germany to America in the 1880's. They travel by riverboat, steamship and railroad on their long, frightening journey.

5. Lehmann, Linda Tilli's New World.
   The setting for this story is Missouri in the 1880's. It tells about the life of a German immigrant family on their farm. Tilli, one of the daughters, struggles against great odds to be allowed to go to school.

6. Levoy, Myron Alan and Naomi.
   This is the story of two Jewish teenagers living in New York City during the 1940's. Naomi has been through the terror of Nazi occupation in France. Through his friendship with Naomi, Alan learns more than he wants to about the Holocaust.

7. Madison, Winifred Call Me Danica.
Twelve year old Danica, who lives in Croatia, dreams of going to Canada. After tragedy strikes, Danica's family emigrates from Croatia to join an uncle and aunt in Vancouver. What happens to the family as they struggle to make a new life, and how Danica learns some important things about herself and about growing up makes an interesting story.

8. Mays, Lucinda The Other Shore.
Gabriella, a young woman from an Italian immigrant family, tells about her life in the year 1911. She has two lives -- one in an American high school and the other with her family in Little Italy on New York's lower east side. A tragic fire brings Gabriella closer to her family and her roots and makes her as determined as ever to get the education she so passionately wants.

9. Moskin, Marietta Waiting for Mama.
This story deals with a Russian family who immigrates to New York City at the turn of the century. Because the baby became sick on the trip, she and Mama had to remain behind. Finally, after two years, the family is reunited and can share all that they have learned in their new country.

10. Rose, Anne Refugee.
Elke, a 12-year-old Belgian Jewish girl, is forced to leave her homeland because of the Nazi occupation. She tells of her difficulties in adjusting to life in the United States, her mounting concern about friends still trapped in Europe and her pain at news of deaths at home. As the years pass, Elke becomes aware that she is no longer European, but not quite yet American. When the war ends Elke is eighteen and can at last look toward the future.

11. Taylor, Theodore The Maldonado Miracle. See p. 217.

12. Uchida, Yoshiko Journey To Topaz. See p. 218.

13. Yep, Laurence Dragon Wings.

This is the story of a young Chinese boy, Moon Shadow, who immigrates to the United States at the turn of the century. He shares his impressions and feelings about the demons (white men) and his strange, new country. Moon Shadow's father has a great talent for kite making and even builds a biplane, Dragon Wings, which he eventually flies.

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    - " IRISH " "
    - " ITALIANS " "
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